Bouquets and brickbats

Congratulations to the Labour front bench on at last recognizing the reality of the Manpower Services Commission. Barry Sheerman, a quiet but painstakingly thorough ex-academic and MP for Huddersfield, has been given an enhanced front bench job to mark *all* the activities of the MSC – whether they take place in schools, colleges or the training market. It should form the beginning of a more coherent Labour policy covering education and training.

Less of an accolade to the headline writers on this *Diary* – "Labour chokes on its own silver spoons" (November 9). It fitted the first bit of the story – a reflection that Bob Dunn of secondary modern fame was an uneasy target for Wykhamist Radice and Etonian Fisher on the floor of the House of Commons. But also beneath the headline was another story about Labour's new education committee (which met this week) lavishly illustrated by the faces of Phillip Whitehead, Josie Farrington, Nicole (Nicky) Harrison and my good self, singled out because we were not workers at the chalkface.

For myself, I've got used to such vexatious taunts. I'm aware that the head of Leeds Grammar School who supervised my schooling – one Terry Thomas (sic!) – was wont to categorize his school as a "public one"; but I confess that the residual after-taste of most of the grammar with which I was spoon fed by the pedagogues there remains very much more gun-metal than silver.

It was Nicky Harrison who was most deeply wounded by the innuendo. She was brought up on the Downham Estate in Lewisham – built by Herbert Morrison from the bricks of slum-cleared houses in Deptford to be a safe constituency for him to represent in his declining years. She received her ample education at one of the estate's best known schools, Rangefield Road, where silver spoons are still quite unknown.

Public schools: ironically, it is the Tory Party which is weakening them

Banana skins

If Labour is vulnerable on the public schools, it is mostly because the party preferred to talk rather than do anything about them over their years of power. Ironically, the combination of Nigel Lawson's abolition of tax relief on insurance (a favourite school-fee tax-avoidance device) with Sir Keith's introduction of university fees for Etonians alongside those for Malaysians, will do far more to weaken the public schools than anything Labour ever did.

For the first time, "silver spoon" mummies and daddies will have to ponder very carefully whether they can afford the fees for *both* school *and* university. Ominous sit-ins at universities and polytechnics are already worrying marginal Conservative MPs. The unfortunate Lord Whitelaw is being blamed for not seeing this particular banana skin in advance. Stand by for a sustained 1815 campaign to persuade Sir Keith of how unfair he's been to the education of the middle class.

Turbulent priests

To Church House, Westminster, for the annual reception of the Association of Voluntary Colleges, probably the most quietly successful educational lobby in the land. It is the only reception of its kind at which I find from year to year every DES mandarin of any account – from David Hancock, the Permanent Secretary, downwards – on voluntary church parade.

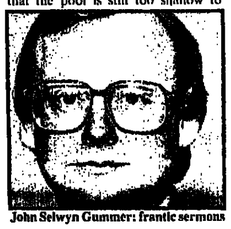
I put the phenomenon down, partly, to the quality of the food and the wine, which this year exceeded its normal high standards. But perhaps it is also because the mandarins now perceive the Church of England as the only effective opposition to the wilder social plans of Government. In spite of all the frantic sermons of Mr John Selwyn Gummer, it now seems unlikely that the Church will ever again rise reincarnate as the Tory Party at Prayer.

Some members of the Government, however, do go on saying nice things about the Churches. Mr Robert Dunn himself waxed religious at the end of the recent Commons debate on secondary education and dutifully read out the words his mandarins had provided – still cast in exactly the same form read out over past decades by Shirley Williams and others: "The religious education provisions of the Education Act 1944 are part of a settlement between the Churches and the State, which underpin that Act. We have no plans to amend the 1944 Act".

Mr Dunn's difficulty is that the Church of England has such plans. I commend to him (not for the first time in these columns) the National Society's Green Paper *A Future in Partnership*, which makes interesting proposals for amendment of the law. But he should conceal the document from his over-devout colleague, the Rev Gummer; its contents, together with the society's motto, *Piscatores Hominum*, might provoke yet another misguided Cambridge sermon from the Chairman of the Conservative Party.

For all their apparent benignity towards the Churches, however, the Government has still not yet delivered the goods to either the sacred or the secular arm of the teacher training establishment. Resources for this essential educational activity are now inextricably tied up with the "capped pool" – or the "quantum", as the NAB *cognoscenti* describe it.

There was some rejoicing recently when the pool/quantum was raised by £40m to £620m – particularly in the DES, where it was felt that there would now be enough money for the more generous staffing levels in teacher training – essential for the Joseph Plan for the Improvement of Quality in the Classroom. The truth is that the increase in polytechnic and college numbers has been so dramatic that the pool is still too shallow to contain all the ships that want to sail in it. Even with this increase, there is not nearly enough for the best laid plans of the DES: extra funds for poly-research have already been postponed; the money for new technology is still woefully inadequate; and it now looks as though Sir Keith's hopes for better quality in teacher training will have to go by the board also.



John Selwyn Gummer: frantic sermons

The moral of the story is that in his arguments with the Treasury, Sir Keith gave in far too easily; he should have fought for some real money rather than attempting a juggling exercise with students' grants which has landed him in the worst of every possible world.

Labs in ferment

After "micros for schools" – courtesy of the Department of Trade and Industry, because the Department of Education and Science can't afford them – what's the next set of Christmas present hardware likely to flow from the DTI coffers into the classroom, or rather in this case, into the laboratory? I would put my money on a "fermenters for schools" programme, to underpin biotechnology in the way in which the micros are already boosting information technology courses in higher education.

The idea came up during a "Biotechnology Awareness" conference of over 70 Technical and Vocational Education Initiative science teachers and inspectors which I chaired at the Polytechnic of the South Bank – recently selected by the National Advisory Body to team up with Central London Polytechnic to become the "London Centre for Biotechnology".

Dr Ronald Coleman, the Government Chemist and adviser on biotechnology to the DTI, looked distinctly impressed. Equipment for a school laboratory, which will sell for a few hundred pounds, is now being developed. The problem, according to some of the teachers present, was not so much the cost as the health and safety regulations. But experiments are currently being developed which are perfectly safe for the school laboratory.

Christopher Price

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Mrs Jane Keefe, head of Nell Gwynn nursery school, Peckham, to be head of Chelwood nursery school, south London.

The following appointments have been made to headships of Roman Catholic schools in the Diocese of Southwark. **Mrs Doreen Grigson** to be head of St Anthony's JMI school, Anerley; **Sister Mary Leo** to be head of St Augustine's primary school, Beckenham Hill, and **Mr P Clifford** to be head of St Francesca Cabrini JMI school, Honor Oak.

Mr Frank Eric Gerstenberg to be principal of George Watson's College in succession to Sir Roger Young.

ADMINISTRATIVE APPOINTMENTS

Mr John Handby Thompson to be director of Establishments and Organization in the Department of Education and Science in place of **Mr Anthony Chamier** who succeeds Mr Thompson as head of Further and Higher Education Branch I (university and local authority higher education).

Mr Neil James Fitton, director of education for Stockport metropolitan borough council, to be director of education for Cheshire.

Mr Michael McCrum, master of Corpus Christi College, Cambridge, to be chairman of the Joint Educational Trust in succession to Dame Diana Reader Harris.

CONFERENCES...

December 8
Curriculum Project Evaluation: Focusing on TVEI is a one-day conference held in the Senate Chamber, University House, University of Lancaster. It will adopt a case study style. The main intention is to discuss current strategies in evaluating curriculum projects in schools. Details from the Centre for Educational Research and Development, Cartmel College, University of Lancaster, Lancaster LA1 4YL.

January 2 – 4
North of England Education conference at the Gateway Theatre and Town Hall, Chester. The Secretary of State for Education will deliver his speech on the Friday morning.

January 23
Carousel Training Conference for the International Year of Youth: *Creative Alternatives: Participation in the Arts for Young People with Severe Mental Handicaps* is at Cockcroft Hall, Brighton Polytechnic, Moulsecoomb, Brighton. Speakers and workshop leaders include Veronica Sherborne, Janis Stott, Leslie Bunt and Alida Gersie. There will be a performance by the Strathcona Theatre Company. Please send a stamped addressed envelope for details to the Conference Secretary, Carousel Project, Rock Place Studios, 3 Rock Place, Brighton, Sussex.

EVENTS...

November 30 and December 1
Anglo-Saxon Language and Literature. A weekend event organized by the Friends of St Paul's Church and the St Paul's Jarrow Project. Speakers tomorrow (Saturday) include Dr Mossi, Newcastle University, on *Kings and Poets in Anglo-Saxon England*; Miss J Backhouse, the British Museum, on *Lindisfarne Gospels* and Dr D Rollason, University of Durham on *Saints' Lives and Saints' Cults in Bede's England*. Details from the Education Department, Bede Monastery Museum, Jarrow Hall, Church Bank, Jarrow, NE32 3DY.

December 1
Implementing Cockcroft in the Primary School's Child Development Society lecture by Dr Hilary Shuard of Homerton College, Cambridge, is at 11.15am in the Elvin Hall, Institute of Education, 20 Bedford Way, London WC1. Non-members welcome, 50p payable at the door.

December 8
A day school on Professor John Searle's Reith Lectures on *Minds, Brains and Science* at 26 Russell Square, London WC1 from 10am to 5pm. The speakers are Dr Sam Guttenplan, lecturer in philosophy, Birkbeck College, University of London, and Dr Graham Richards, lecturer in psychology, North East London Polytechnic. Fee £8. Applications to Jo Cooper, Room, 265, Department of Extra-Mural Studies, University of London, 26 Russell Square, London WC1B 5DQ.

PUBLICATIONS...

Poetry Carnival Handbook contains articles on how to organize poetry festivals, poetry readings, inviting poets and writers into schools, and running poetry workshops and creative writing courses. It is a reduced facsimile of *Schools Poetry Review* issue 4, which was devoted to ideas and suggestions for schools intending to participate in *Poetry Carnival 85* next March. It is available, price £1.25 including postage, from The Schools Poetry Association, Twyford School, Winchester SO21 1NW.

Specific Learning Difficulties: the Specific Reading Difficulties versus Dyslexia Controversy Resolved? is a report prepared by the Division of Educational and Child-Psychology of the British Psychological Society. It includes background to the controversy, policies of i.e.a. services and voluntary associations, assessment and remedial programmes. The legal basis of the term "dyslexia" and the procedures adopted by examination boards concerning dyslexic students are presented. Copies can be obtained from the British Psychological Society, St Andrews House, 48 Princess Road East, Leicester LE1 7 DR, price £3 including postage.

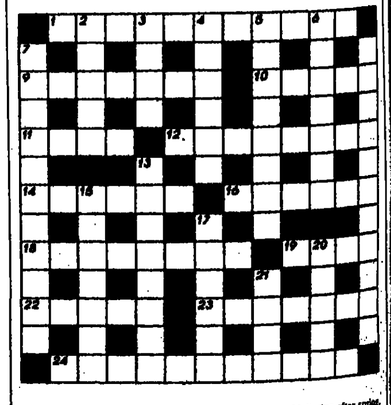
Local Population Studies in Schools is an Historical Association pamphlet on the scope of local demographic study in schools. It includes a discussion of classroom techniques, listing analysis, aggregative analysis and illustrations; census analysis and mobility assessment, family reconstitution and projects. It is available, price £3.60, from the Historical Association, 59a Kennington Park Road, London SE11 4JH.

INFORMATION...

The Standing Conference on Education for International Understanding has received a grant from UNESCO to investigate the practice of education for international understanding in UK primary schools. Any primary school teachers who are introducing a world perspective into their curriculum and would like to take part in the study are invited to contact David Webb, Chairman, SCEIU, Edge Hill College of Higher Education, Ormskirk, Lancs.

Jane Inglis is compiling a booklet of fund-raising ideas for schools and invites readers with useful suggestions to send them to her at 9 Oakroyd Avenue, Potters Bar, Herts.

No 180 CROSSWORD by Rufus



Across

1 Slogan used by fishermen? (5–6)
9 The coolest wild cats? (7)
10 Benefit a few and suffer for it (5)
11 Record a piece of music (4)
12 Strange oriental tale (8)
14 Digs occupied by a lot of tyrties (6)
16 Many get permission to go through (6)
18 A sailor in the cast is naturally a good mimic (8)
19 The toad, we hear, must take its turn (4)
22 States the time for practice (5)
23 Intuition, but not in teaching (7)
24 Didn't succeed in crossing the ice? (4,7)

Down

2 Rep. may get an order (5)
3 Cut some French meat up? (4)
4 Moving spirit behind drug sales (6)
5 A fleeced version probably isn't (8)
6 It's a man in distress, and what could keep him going (7)
7 Proceeded to argue like Siamese Twins (6, 5)
8 Scottish family needs it made secret (11)
13 Spring after spring it never fails to surprise me (4, 4)
15 Unofficial news of an escape (7)
17 Quickly take a few notes, maybe (6)
20 Initially the sound of a bullet? (5)
21 Swimming pool with nothing underneath (4)

Solution to puzzle No 179

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THE TIMES
Educational Supplement
FRIDAY DECEMBER 7 1984 NUMBER 3571 FIRST PUBLISHED 1910 PRICE 50p

Basics still top of the junior timetable

by Sarah Bayliss

Junior school children aged 9–11 spend more time doing maths, English and reading than anything else, according to new research.

Evidence from more than 2,500 teachers reveals they have not abandoned the traditional basics in favour of the child-centred approach advocated by Plowden in the 1960s, but classroom activities have changed little in 20 years.

Learning multiplication tables and how to add, subtract, multiply and divide are daily tasks for many children along with silent reading. English comprehension exercises, spelling lists and tests, formal grammar, creative and descriptive writing, each take place at least once a week in four out of five classrooms.

Dr Joan Barker Lunn, author of the research into junior teachers' methods and practices, and principal research officer at the National Foundation for Educational Research, said that the evidence strongly contradicted the popular impression, conveyed by Plowden, that progressive methods were the norm in modern primary schools.

She said: "What is clear is that the vast majority of junior school teachers are firmly in control of their classrooms. They determine what activities their pupils will undertake; they prefer a didactic approach rather than a reliance on discovery methods; they are making increasing use of class teaching; and there is no need to exhort them to go back to basics."

Topic or project work – often assumed to dominate modern classrooms – is much less frequent than the traditional work, only half the teachers organized it at least once a week. Science and practical maths, cooperative group work and drama were weekly or even once a term events.

Mr Norman Thomas, former chief HMI for primary education, said the general picture of a narrow curriculum dominated by the basics was not surprising. It underlined the need for schools to broaden their approach and make learning more applicable and relevant.

Mr Len Cowee, former chief inspector for Surrey and a life member of the National Association for Primary Education said: "The bulk of our teachers are still very traditional and work in a fairly formal way. The pity is that they don't differentiate enough in accordance with children's abilities and aptitudes."

Lady Plowden said this week that she had not seen the research and so could not comment.

Dialect trips up mother-tongue class

More than 50 Bangladeshi schoolchildren in Oxford are boycotting special lessons supposedly given in their mother tongue because for several months they could not understand what their teachers were saying.

Oxfordshire County Council employed two part-time staff to teach the special Saturday classes in February in order to prepare the children for the O level examination in Bengali.

Problems arose when it was discovered that many of the children, who speak a dialect of Bungla known as Sylhetta, were unable to understand the traditional forms of Bengali in which the classes were being held.

One child said: "It is another language. They used to tell us stories and ask us questions which we didn't understand."

Matters were further complicated because the teachers come from Hindu and Indian backgrounds, while the 50 children were all Muslims from Bangladesh. Some of their parents claimed that, because of this, important religious aspects relevant to the Bangladeshi culture were being neglected.

Oxfordshire's deputy chief education officer, Mr Brian Day, said this week that the county would ask the Home Office Office for additional money to pay for special Sylhetta-speaking teachers.

Big news . . . this giant front page of their local newspaper should get Torells Comprehensive School, Grays, Essex, into the *Guinness Book of Records*. The page, which measures 180 feet by 270 feet, covering the school's football pitch, was the culmination of a two-year project. It was the brainchild of Mr Joe Flei, head of creative studies. The dots were painted on to 11,664 separate sheets of paper, stuck together and rolled out on to the grass for the benefit of the cameras.

Sir Keith retreats on grants

Loans for students entering higher education are back on the political agenda after Sir Keith Joseph's limited retreat on his student grant proposals in the Commons on Wednesday.

The Education Secretary is lifting the threat of tuition fees from high income families but cutting the amount of money that would have gone to science. There will also be cuts in adult education, research, the micro-electronics programme and a cut in the planned increase for the universities equipment grant.

The Government is to launch a study involving wide consultation for radical changes in the student support system, Sir Keith said that this would include the possibility of loans.

He intends to press on with his controversial proposals to abolish the £2115 a year minimum award and increase the level of parental contributions for middle and upper income earners.

Full report, page 11

Three-year ordeal of harassed teacher

by Adriana Caudrey

A teacher has been terrorized for three years because of a former pupil's obsession with black women.

Oveta McInnis, a black teacher in a north London school, is the victim of a schoolgirl crush which has reached bizarre and sinister proportions.

Her "admirer", a white teenaged girl, fuels her incessantly, ambushes and attacks her between school and home, and sends her threatening and obscene letters.

Last week the campaign took on a horrifying dimension when a letter covered in blood was delivered to Miss McInnis's home. Four days later, a girl accompanied by three men, tried to beat down the teacher's front door.

The police were called, but merely sent the girl home with a ticking-off. Throughout her persecution, Miss McInnis, aged 27, feels that the authorities have failed to recognize the seriousness of the problem.

She believes that the courts have repeatedly taken a lenient line. Six times the girl has been brought before courts throughout north London, and has regularly been given "another chance".

Both Mr Ernie Roberts, Labour MP for Hackney North and Stoke Newington – the area in which Miss McInnis lives – and the Haringey Black Pressure Group have written to the local police asking them to take more active steps to restrain the girl. The NUT has provided legal and financial backing

continued, page 3

Wide differences appear as pay round opens

by Richard Garner

A breakdown in negotiations over next year's teachers' pay claim looks inevitable, although the National Union of Teachers has withdrawn threats of industrial action before Christmas.

Leaders of the management panel of the Burnham committee, which negotiates pay, are unlikely to make any offer to the teachers today when the two sides meet in full session.

They are expected to press for deferment of negotiations until the New Year and just use today's meeting to quiz the teachers on their claim for a single pay scale for the profession and a rise of at least £1,200 a year for every teacher from next April.

However, even then, the authorities are unlikely to offer anything above 3 per cent – in line with Government pay increase targets – if the NUT sticks to the decision to wind up talks on restructuring the profession.

Mr Doug McAvoy, deputy general secretary of the NUT who has led the teachers' side in discussions on structure, said that industrial action was unlikely for "many weeks or many month".

"I think we have sufficient patience provided we can make progress", he added. "What we would be looking for from Friday's meeting is some recognition from the employers that 'yes, we agree there is an increased workload'.

Meanwhile, there was speculation this week that the NUT's decision to use its majority to wind up the structure talks might persuade Sir Keith Joseph, the Education Secretary, to conduct a review of the workings of the Burnham committee.

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Student grants: the week's events, and how they cope abroad. 6

Needling repair

Secondary heads are finding dilapidated buildings one of their most pressing worries. 8

On the shelf

Virginia Makins on the needs of school libraries. 12

Platform

50 years on – as the British Council contemplates its birthday present from the Government (another £2m off its budget) Derek Beard says that such cuts are pulling the plug on British educational involvement outside these shores. 4

Ad nauseam

Why the Christmas deluge of TV commercials aimed at children brings a flood of complaints 18

Arts/Books

R A D Grant on the intellectual plight of British socialism; Robin Buss on the London Film Festival; Richard Hoggart reviews *Orwell's England* at Eton College; Laurie Taylor on two new studies of delinquency; Pierre Watter on Cobbett; Lingo competition; Literary Competition; Audrey Laski rounds up the latest children's paperbacks; primary topic books 20–25

Resources/Media/Software

Bill Hicks braves a weekend with three robots; Barry Fox listens to hi fi; Uma Ram Nath tries out software programs for pre-school children; Malcolm Hall looks at the benefits of spreadsheets; Andrew Rothery studies an in-service course of teaching with micros in primary; plus television and radio reviews. 26–30

TIMES PAST
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Heading for disaster

Today's meeting of the Burnham Committee (page 1) takes place in the shadow of Wednesday's breakdown of the pay structure talks. By setting its face like a stone against any negotiation on the proposals published by the employers two weeks ago, the National Union of Teachers has decided to stake all on the £1,200 claim tabled in Burnham, knowing full well that this can lead nowhere except to confrontation.

A wisely-led union needs to know when to be obstinate and when to be accommodating. The question is: have the leaders of the NUT got it right this time? Are they correct in thinking they can screw more money out of the employers by direct action and petty disruption than they can by negotiating a new contract? Are the structure proposals so abhorrent as to be totally unacceptable? Is the price the authorities and Sir Keith are asking so much higher than the teachers are prepared to pay – so high, in fact, that it is better to face another spring and summer of bitterness and gall, than negotiate a deal which, however you look at it, tackles some important outstanding issues? What is the new Main Professional Grade worth? If its cost in the first year is only seven and a half per cent, this is by no means the whole of it; it will cost a lot more – and put a lot more in the pockets of career classroom teachers – before its full effect is worked out.

As they stand, the proposals are negotiable: this has been made clear by spokesmen for the authorities. It is common knowledge that earlier drafts included a somewhat higher maximum for the MPG but this was lowered at the insistence of the DES in order to leave some room for manoeuvre. What more can the NUT ask for than a chance to negotiate a deal on some such lines as these? They can hardly have expected to *enter* negotiations with an offer which is already wholly satisfactory.

What happens now? If, as reports now suggest, the other unions represented in the structure working party continue to talk (not, of course, "negotiate") with the management side in the attempt to reach a closer understanding, then the NUT will be isolated. Even NATFHE, the FE union with NUT links, wanted the negotiations to continue because they have high hopes for a new structure agreement for FE. And because it will prove quite impossible to keep the structure proposals out of Burnham, this means that the NUT's position in the teachers' panel, though still numerically dominant, will be seriously undermined.

The employers are clearly determined to link any better than minimal pay offer to a new contract. It may well be that the outline proposals are more generous than many council chairmen and policy group members in the Association of County Councils would have wanted. Mr Philip Merridale kept his cards very close to his chest and there are complaints from some of his more reactionary colleagues that they have been railroaded into making too good an offer. (Of course, the proposals are not, technically, an offer, but they will be very hard to go back on.) For his part, Sir Keith Joseph is not committed to the figures, and he, too, may think they are too high. (He is reputed to have had in mind an initial cost of 5 per cent, which was palpably unrealistic.)

Of course, if the teachers reject the proposals out of hand, this relieves Sir Keith of the need to show his own hand. All we know is that, if no agreement on assessment has been reached voluntarily, he threatens to introduce legislation next autumn which cannot possibly be made to work without the teachers' cooperation.

If there are to be bilateral talks between the employers and unions other than the NUT, it may be possible to clear up the misunderstandings surrounding those sections of the offer which concern senior teachers and heads. It is one thing to believe that classroom teachers need a leg up and that this may imply some narrowing of differentials. It is quite another to discriminate so sharply against some of those in the hierarchy – especially at a time when prospects of advancement to senior posts are much reduced.

These are anxious days for the teaching profession as a whole. The NUT's attitude is not easy to explain. Mr Doug McAvoy, deputy general secretary of the union, who continues to play the leading role, seems to have set out since the summer of this year to make sure there should be no agreement, and his colleagues have gone along with this. Why? Clearly, assessment continues to raise difficulties, and the aggressive wording of the relevant sections of the proposals, put in to satisfy Sir Keith, needs to be discussed at length, bearing in mind the fact that there is still a lot to learn about how a workable assessment procedure could be introduced.

Assessment, however, may not be the NUT's main problem. Mid-day supervision is much more difficult for both the NUT and the NAS/UWT, and it would have been much better to deal with this separately, even if this had meant reserving some of the funds which are now available for re-structuring, for ancillary staff, or for separate payments to teachers who were prepared to take it on.

Perhaps it is cover for absence which makes the NUT see red, because if this were written into the teachers' contract it would make it more difficult to take disruptive industrial action. This is the cold, hard trade union line. It conflicts with any sense of professional duty, yet depends on it. Setting out the teachers' contractual tasks in greater detail also breaks with professional tradition, but it does so in order to prevent the professional tradition from being abused by those who want to behave as trade unionists have chosen to behave in industry.

If truth be told, of course, the more the contractual tasks are written down in a rule book, the greater the scope for "working to rule". Employers may hope that they have sealed off all the escape routes, but if people are upset enough they will find new ways to express their dissent and bring things to a halt as much by an excess of zeal as a refusal to cover.

COMMENT

Relocate and decorate

Personnel management and school housekeeping may not be the chosen preoccupations of most headteachers, but these are the items that take up much of their time and drain their energy.

The survey by the National Foundation for Educational Research (page 8) which uncovered this, was actually designed to find out what sort of training for headship is most needed, so it is not surprising that the respondents concentrated on management and admin. rather than, say, curriculum or discipline when asked to rate a list of problems in order of anxiety factor.

Nevertheless, those new insights into a day in the life of a head suggest the need for fresh thinking outside the training courses as well as on them.

It is salutary, for example, to know that nearly half the new secondary heads who filled in the NFER questionnaire spend a large prt of their time dealing with dilapidations and trying to get money for painting and redecorating their schools. There have been data collected in the past, notably by the Expenditure Steering Group for Education which advises central and local government officers, that short-term savings on school building repairs seldom work out as savings over the longer term. If they take up as disproportionate a share of headteachers' working lives as this survey suggests, such cheese-paring on maintenance looks even less cost-effective.

What seemed to concern the heads most of all, however, were the personnel problems thrown up by the senior staff, (particularly those they inherit from a previous head's regime), followed closely by the tricky, bad-news-breaking demands of redeployment. Training in handling such delicate relationships is obviously needed, and will become still more urgent if the teacher assessment proposals were to become a reality.

But so far as the researcher was concerned, none of this response was as surprising as the discovery of the new heads' own sense of isolation. There are lessons in man/woman management and counselling here for the heads' employers, as well as for their trainers.

Sums with everything

The myth that English primary schools are havens for child-centred and progressive education has amazing staying power. It's shared by Tory backwoodsmen, and the primary lobby.

Joan Barker Lunn's research for the NFER (page 11) is only the latest in a long line of studies to show that, far from being places where children pursue their own interests, make choices, and study everything but basic arithmetic and grammar, junior classrooms are highly controlled places where the basics reign supreme.

The research provides sharp evidence of the degree to which junior teachers more or less unobtrusively stream their large classes and their reluctance to use anything approaching "discovery" methods when introducing children to basic concepts, even in mathematics.

It also provides an important backdrop for the new HMI initiatives in junior education. The call for more specialist teaching has been interpreted, in some quarters, as an attack on good primary method. It might be more helpful to see it as a much needed attempt to broaden the upper primary curriculum which the Barker Lunn study, HMI's own surveys, and other large and small scale research has shown to be dominated by multiplication tables, spelling tests, dreary formal exercises and sums.

... no comment

"Mr Davies said one of his ways of calming the animals – an accepted way of helping them, he said – was to stick his fingers up their nostrils and hold them round the neck. 'You have to treat them like schoolkids ...'"
Tribunal report on a cowman, from Wolverhampton Express & Star, November 8 1984.

Second opinion

1985: the make or break year for pay

As the Burnham Committee meets today, teachers throughout the country debate the proposals for a new pay structure. Following their publication by the employers' panel the unions' opening play had to be hostile – the "game" as well as the incomplete nature of parts of the package demand so. The immediate wholesale rejection by the NUT is unrealistic and unhelpful: 1985 has to be "make or break" year for the profession and this puts the onus on all to undertake hard and real negotiations.

The School's Tri-annual Review in January will present the full impact of falling rolls – almost a third of present promoted posts are said to be disappearing. The long overdue restructuring has to go ahead to allow teachers the career structure they need. In the present climate the only hope for the substantial increase deserved is by linking it to the employers' demand for a detailed contract.

Many in the profession will count it a sad day that our role should be prescribed in any such detail but events have made the move almost inevitable. On the plus side there are many aspects to welcome. At last there will be a real induction period.

The conditions of service as outlined add nothing to that which the vast majority of staff currently undertake – many go far more and no doubt will continue to. Similarly, the 195 days will allow a little time to do in-service and pre-year preparation. One is tempted to wonder whether those who are the most outraged are the few who work to the minimum ..... to annually agreeing tasks and responsibilities to be undertaken by teachers in the main professional grade, the proposed system allows a flexibility and variety of challenge needed in a time of promotional stagnation with minimal mobility. Protection of some "non-teaching" (can we delete "free"?) periods is a step forward and carries with it certain supply implications.

The pity is that the structure is published in the present climate, in the aftermath of a badly handled and inadequate pay settlement and with a Secretary of State too prone to use of the "big stick" to the profession and seldom heard to praise.

What of assessment? A main element in the employers' case, it is much needed – especially for public esteem – and in my experience few in the profession need fear it, although many seem to. Much will depend upon the local climate. Further thought is certainly required and for the sake of both heads and staff, assessment must not be solely in the hands of the head.

Sir Keith Joseph's proposal for merit payments for life to selected "super" teachers, which were anathema to the whole profession, are replaced by the more positive and less threatening idea of short-term fellowships, which will reward as well as contribute to colleagues' in-service training. They would also dovetail into regular school teaching experience proposed for initial teacher trainers.

The proposals are a positive basis for discussion – but only a beginning. The bargaining should bring in stated requirements and entitlements to in-service training. Time must be built in for assessment. Properly undertaken it is time-consuming and already in many schools heads and deputies are taking too great a teaching-load. Some parameters for fellowship numbers are required.

The feasibility of suggested numbers of promotional posts must be checked, especially in small and medium-sized schools. The neat formula is attractive, but can it translate into functional management structures which allow curriculum implementation and teachers to respond to the needs of students? One suspects at some point the scale is insufficient. Paragraph 29 has heads and deputies only supervising dining arrangements.

If the profession were united and a determination to really negotiate existed on both sides then agreement would be reached. The employers are desperate for greater definition and accountability, teachers are desperate and deserve a level of remuneration commensurate with the very demanding and increasingly complex job they undertake – we hear that more cash can be put to the published 1984-levels outline. The profession also requires a pay structure which meets present and future career needs. Let us hope today's and future Burnham meetings can quickly work towards this.

Neill Ransom

The author is principal of Wrekin Valley College in Leicestershire and co-founder and a trusted of the Centre for the Study of Comprehensive Schools, based at York.

Cambridge opts for admissions exam two terms after Oxford's

by Bert Lodge

Heads and sixth-form tutors throughout the country will have to cope from 1987 with admission procedures differing drastically between Oxford and Cambridge.

While Oxford announced last year that the main hurdle for candidates would be an exam in the fourth term of their sixth-form careers, Cambridge plumped this week for a similar exam, but in the sixth term.

Traditionally Oxbridge applicants have sat an entrance exam either in the seventh or the fourth term with a view to going to college. The independent schools have long favoured the seventh-term examination and have done well out of it, a source of some resentment among maintained schools unable to afford that luxury.

Cambridge intends the new exam to be conducted by the two examining bodies, the University of Cambridge Local Examinations Syndicate and the Oxford and Cambridge Schools Examination Board.

The Cambridge choice of examining in the sixth term was welcomed this week by spokesmen from both the maintained and the independent sectors but an Oxford don accused them of "concocting a united front when in the schools it will be a different story".

Mr Peter Snape, general secretary of the Secondary Heads Association, welcomed the Cambridge decision. "It cannot fail to help the maintained sector. And in the independent sector too, parents will be spared the extra fees of the seventh term."

Mr David Emms, Master of Dulwich College and chairman of the Headmasters' Conference, representing more than 220 independent school heads, said he was delighted with the Cambridge decision and preferred it to Oxford. "I hope Oxford will study the Cambridge proposals and be prepared to embrace them before its own five-year trial period is up."

The examination in the fourth term of the sixth form would be disruptive, he said, and an encroachment on normal studies. The sixth-form exam would give time for late developers to come to fruition.

An Oxford tutor connected with college admissions said he thought neither the independent nor the maintained sectors had thought the whole thing through. He expected different reactions after about three years of the changed routines.

"The respective executive committees of the two heads' associations may appear to be in agreement, but after the Oxford system has been in operation for a few years we shall hear different noises." He said that about two-thirds of Oxford candidates were pre-A level already.

Mr Basil Cooper, head of St Bartholomew's Comprehensive School, Newbury, which last year sent 15 pupils to either Oxford or Cambridge, said it was vital to know when the special examination would take place. "It's essential the students have an uncluttered run-up to their A level exams. The university special exam must come afterwards. Late June would be a good time."

He thought the sixth term favoured the boarding schools because staff could coach in the evenings. But on the whole he welcomed the Cambridge proposals. "It will be a carrot for the able and the ambitious. But it must be timed for the second half of June."

Mr Hugh Strachan, admissions tutor of Corpus Christi College, Cambridge, confessed this week that it was envisaged the examination would be held before A levels. This was partly determined by marking arrangements in the university. Although the proposals had one or two more stages to go he was confident all the Cambridge colleges would support them.

"And we would like to think Oxford will see the light after a time. The fourth term is too early and too hurried. Our choice avoids both the fourth and the seventh term decision another point, by working with the exam boards it will be an exam with a published result with a bit of paper at the end."

Under the new proposals candidates will apply in October and will be interviewed by the end of the calendar year. Those who have already completed their schooling will receive a simple acceptance or rejection. Those who have not will receive either an offer conditional upon certain grades in A level and the sixth-term examination or a rejection.

Each entrant to this exam will sit a maximum of two three-hour papers designed to assess academic potential not always possible with A levels.

A "no-preference" system of application to colleges will be introduced with undifferentiating applications sent to a central office.

Mr Strachan said subject groups in Cambridge were producing draft syllabuses for the examination. It was hoped these would be completed by March, 1985. In November, 1985, the current Cambridge College exam would be held for the last time, and the first sixth-term exam in 1987.

Ordeal of harassed teacher

Continued from page 1

for Miss McInnis to take the case to the courts.

The school, where Miss McInnis teaches biology, has intermittently provided her with an escort home. Over the years she has taken several weeks off school because of her terror, and has also resorted to tranquilisers.

The saga started three years ago, when Miss McInnis used to teach the girl at Creighton School, Haringey. The girl student developed a crush on her and it emerged that she had a fixation about female black singers and fantasized that Miss McInnis was one of these. Her obsession became violent; she punched Miss McInnis in class, and deliberately ran into her with her bike.

Finally the girl was expelled from school because of her behaviour towards the teacher. Later Miss McInnis received promotion and began teaching at another, nearby school.

The girl began to follow her between school and home. Miss McInnis brought her before Clerkenwell County Court in May 1983, where an order was made that the girl must not assault or molest the teacher, nor come within a 100-yard radius of her school, or her flat.

Six months later, the girl was brought back before the same court, for breach of their injunction. But the judge decided he had no power to enforce it.

Again she was free to pursue the teacher. Twice she attacked Miss McInnis – once in a crowded bus – and another teacher, at the school gates, in full view of pupils.

This time the girl was brought before Highgate magistrates, who put her on probation for two years, with the condition that she receive psychiatric treatment.

The blood stained letter to Oveta McInnis (below)

Five months later the girl was back before Highgate magistrates for breach of her probation order. She was fined £1 and warned that if she plagued the teacher any further she would go to prison.

But this summer her campaign led her back to court. This time she was jailed for four months and Miss McInnis thought her three-year persecution was over.

But within two days the girl appealed against the sentence, and the judge at Woodford Crown Court gave her "another chance". She was warned that if she bothered Miss McInnis during the following three months the prison sentence would be enforced.

For that period she complied but with the start of the autumn term, Miss McInnis's ordeal continued. Now, following the attempt last week to break into her flat, she is determined to get the matter back to court for a speedy resolution.

Fresh legal moves are currently being made by her solicitor.

Miss McInnis told *The TES*: "I have been dodging buses, jumping off buses, and changing my route so often, in order to avoid the girl. I have had enough. I would like to live properly or not at all. Must I go on a hunger strike to make people notice how serious this is?"

Mr Tony Lenney, chief education officer for Haringey, said: "We feel immense concern and impotence over what is happening. If the girl was coming into the school we would be able to issue a restraining order, but as all this is going on outside, we can't."

Dearer paper hits schools

A dramatic 40 per cent increase in the price of paper will send the cost of school stationery soaring next year, according to two major trade associations.

In a warning directed at Government ministers as well as local authorities, they claim that capitation allowances will need to go up by 14.4 per cent in the next financial year to cover increased stationery costs, as well as a 9 per cent rise in book prices plus a 5 per cent increase in equipment prices.

The British Educational Equipment Association and the Publishers' Association estimate that two-fifths of schools' capitation is spent on exercise books and other paper.

Mr Dominic Savage, secretary of the BEEA, said this week that many schools would be taken by surprise because prices had been static and even decreasing since 1978. For example, a popular exercise book which cost eight pence in 1980 costs six pence in 1983.

The sudden change has been caused by the rise in wood pulp prices in line with the strengthening dollar, plus a big increase in demand for high quality paper.

Exam results 'related to background'

New statistics have confirmed that variations in exam successes between different authorities are related to the social and economic background of the pupils rather than to different levels of secondary school spending.

The statistics from the Department of Education and Science stat'stics include unemployment data from the 1981 census and factors such as teacher turnover and pupil to teache ratios. They show between 75 and 86 per cent of the difference in attainment can be attributed to low social and economic status. The original survey said that socio-economic background accounted for between two-thirds and three-quarters of the variations in examination results.

There will be a full report in the TES next week.

Chapter on achievement splits committee

Swann revolt looms

by Diane Spencer

Lord Swann, chairman of the committee of inquiry into the education of ethnic minority children, will face a major revolt next week at the last meeting of his committee.

A substantial number of members, including the four West Indians, are unhappy with Lord Swann's re-writing of the chapter on achievement which they claim no longer reflects evidence presented to the committee.

Lord Swann placed greater emphasis on West Indian family background and lifestyle as reasons why black children do badly at school. Members felt that this undermined findings of the interim report by the committee, then under the chairmanship of Mr Anthony Rampton, which stressed teacher attitudes and racism as main factors in under achievement.

Two white members of the committee, Father Michael Hollings and Mrs Ann Dummett, resigned two weeks ago in protest at the chairman's failure to re-draft the controversial chapter.

Black committee members have found themselves under increasing pressure from black colleagues and community groups to take a stance on this issue. Lord Swann rejected a call for an emergency meeting before next week's meeting – which is planned as a celebratory occasion attended by Sir Keith Joseph.

The dissident members are hoping Lord Swann will bow to pressure, including threats of more resignations, and agree to alter the chapter. The report is due to be published early next year.

In 1971 *STARTERS* were just for starters

Macdonald Educational was in the vanguard of the 1970's post-Plowden publishing revolution. Its colourful information books such as the famous **Starters, Visual Books** and **Junior Reference Library** provided exciting new learning resources for teachers and children: brilliant alternatives and rivals to the increasing forward march of TV attractions.

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Investment was available and an imaginative, brave new management gave the green light. Editors were free again to research new projects, set up new teacher-parent-child contacts, chase up old ones, pay detailed attention to every aspect of a book, in short, to re-establish Macdonald Educational as a leader in the field of educational and home publishing.

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STARTERS *were* just for starters!

Macdonald Educational

Plugging into the world

British education has become increasingly disconnected from what is going on abroad. And, Derek Beard argues, the position is unlikely to improve when agencies such as the British Council, celebrating its 50th birthday this week, are trying to keep the contact going on a shrinking budget – a recent cut of £2m (2½ per cent) on top of 20 per cent already removed over the past 5 years

At home . . . (above) Mexican visitors on a British Council fruit science course, (top) a research student in laser technology at Imperial College, London and (right) Polish doctors studying infection control in British hospitals

A few months ago, I returned to live in Britain after the best part of 10 years overseas. As a young man, I served an awe-inspiring and quite marvellous apprenticeship with the West Riding's great Alec Clegg. Then I moved to the Oxfordshire l.e.a., but was carried off one night by the British Council and shipped to foreign parts.

Since then I have been in and out of India, Africa, Europe and most other parts of the globe in the course of my trade. That trade still has British education as its basis, though its focus has shifted overseas. My colleagues and I, in the framework of the British Council, spend a lot of our time trying to make two-way connections between British education and people overseas: we try to plug the one into the other.

In France, *débranché* is what you are when you are disconnected from the electricity supply or the telephone system. At present, its opposite, *branché* is the vogue word to mean "with it", "connected", "plugged in".

I return to Britain with quite specific views about the connections it is relevant and essential for British education to make, both with the developed and the underdeveloped world. I return also with specific questions about whether and how far these resources are "plugged in" to overseas needs, opportunities and challenges, for our mutual benefit.

In one or two respects, the connections are easier to make than they once were, but how significantly I am not sure. When the then Prince of Wales inaugurated the British Council 50 years ago, he said that of all the Great Powers, this country was: "The last to set up a proper organization to spread a knowledge and appreciation of its language, literature, art, science and education."

He went on: "Our failure to do this is due in part to our national shyness and in part also to our insularity which led us, in more palmy days, to believe that the foreigner would come to us in any event, and that there was no need to offer him any special inducements, nor to care how much or how little he understood us and our somewhat haphazard way of doing things."

I think some things have improved, but it is less than encouraging that these words have still a certain contemporary ring, 50 years on. Coming back to Britain after living abroad has its share of culture-shock in reverse, and this is part of it.

Earning one's living marketing the idea and the ideals of Britain overseas, one has got used to the notion that a lot of the product is less marketable than it used to be. We have economic decline at home, and the triumph of confrontation over consensus in both industrial relations and politics. We export abroad for short, but telling, periods a good many of our fellow citizens who are both indifferent to the art, history and culture of the places they visit and insensitive to the feelings of anyone not of their immediate parochial group. We export, too, our football hooligans, the best in Europe, to rampage through Cologne, Brussels or the pleasant and peaceable town of Luxembourg. All these, I found, made our messages about Britain at times depressingly less credible than we would have wished.

One had, however, almost forgotten the insularity of Britons. All insularity has its quota of arrogance. The Prince of Wales alluded to it in his speech of 50 years ago, suggesting that we had to get rid of the myth "that all Englishmen had prominent teeth and wore plus-fours". There were, of course, mental, spiritual and class characteristics associated with those physical and observable traits.

Today, the drunken disembarkations at Ostend, and the other British disembarkations awaited with tense disgust in every footballing city in Europe, say that arrogance and insularity are not confined to those with prominent teeth and a posh accent.

Alec Clegg used to tell us that if we were producing through our education system the best scientists, engineers and artists in the world and not producing compassionate people in the process, we had failed. It looks as if we failed, and not just because football hooligans are not notable for compassion. I see less of that commodity around me, in most spheres, than when I left 10 years ago.

For the failure I do not blame Alec, nor the ideals that inspired him and which he inspired in others; nor the education system itself. We are not mainly producing scientists, engineers and artists nowadays. Instead, we are producing what he used to warn us at all costs to avoid producing – young people with no stake in our society, whose reaction would be: "If that's your society, I'm going to kick the hell out of it."

Overseas it is immensely cheering to find the high regard in which so much of what the world perceives as the best of British continues to be held. British achievement in the visual or the printed or the performing arts stands as high as ever, if not higher. And so does the reputation of British education.

In the face of adversities already described, you can imagine how welcome was the advent of a youth orchestra from Leicestershire, a group of Queen's Scouts, and a competent and confident team of young deaf persons attending a conference in Cologne. All conducted themselves with high spirits tempered with good humour and sensitivity to others. They were certainly *branchés*.

I wish we could take steps to connect more of our youngsters to Europe and to the Third World because I think there is still a lot of the game to win or lose. A start would be to do something serious about languages. The 22 miles of water that separate us from the mainland of Europe have given us relatively stable development, free from constant invasions across contiguous borders. At the same time they have left most of us monolingual and in some respects monocular.

In North-west Europe, it is only the British and the French who are tongue-tied in any language but their own. The Dutch, the Flemish Belgians, the Germans, the Scandinavians, can mostly have a go at a couple of other languages, and as you travel around the world the same story is largely true. Napoleon called us "a nation of shopkeepers", and so we ought to be. I think we would be a lot better at it if we could sell to our customers in their languages. It is a matter of will at national and local levels. The dividends would be great.

The BBC is not a bad example to follow. Their motto: "Nation shall speak unto nation", is not taken to mean "in English only". The foreign language broadcasts from the External Services have avid and influential followings across the world. Typically, we keep them on fairly short commons so that the messages that people go to great trouble to hear are often nearly inaudible.

The British Council, too, is on a declining budget from year to year. So is everyone, you say. I want to do no special pleading, but one part of the British education system's "inching toward" greater financial self-sufficiency by getting money from non-governmental sources (Sir Keith Joseph's latest recipe for higher education) depends on plugging-in to sources overseas. Last year, the World Bank lent $790 million (£653 million) to developing countries for education and training projects and project-related training.

The British Council signed £6 million worth of contracts to bring some of those trainees to British technical colleges, language schools, polytechnics, or universities. And did, in all, £100 million worth of business bringing people to learn and train here – under its own schemes, those financed by the Overseas Development Administration, by UN agencies, foreign governments and multilateral aid donors. The majority of the finance involved went into British educational institutions. With more resources to do the plugging-in, more of that business could come Britain's way. With less resources, the connections will be fewer.

It is, of course, not just a question of money. Britain needs foreign students for its own future good. It has lost a lot of them since the introduction of the full-cost fees policy, many to the United States and Canada, some to the Soviet Union and Eastern-bloc countries. In 1979–1980, there were almost 83,000 overseas students in British universities, polytechnics and other further and higher education establishments. In 1982–83, there were nearly 51,000.

Britain still has a very special attraction for students from abroad. We need them because, as our Director-General, Sir John Burgh, said in Newcastle recently: "The overseas student is a cultural mediator, playing an important bridging role between societies and interpreting one culture to another . . . Moreover, it is obvious that the academic health of institutions and departments depends on international scholarly interchange."

The attraction that British education and training has for overseas students is based on their perception of its quality. It would be an enormous mistake to think of the mutual good that can stem from our interaction with them in terms only of economics – either of their economic value to us or of ours to them. The quality of their experiences here – both academic and personal – is of the utmost importance to their future perceptions of us and to their interaction with us. The maintenance of the quality of our own education system is clearly of the essence in this, and though we live in times of enforced economies, there is a point beyond which we economize in education at the expense of its quality – a hard trend to reverse. We must learn to think in the long term.

For Alec Clegg education was a process of listening to the pupil, and of basing a developmental experience on the pupil's needs, perceived by this listening process, developed through a caring partnership. It seems to me that the British role vis-a-vis overseas countries is not different. We are handicapped as well as blessed by our history; it is very urgent for us to capitalize on the blessings and to reduce the handicap. We must listen to what other countries want from us. We must look for what they perceive as value in what we have to offer, and we must put ourselves out to reduce the mismatch between what we have and what they bring to us at the start of any partnership.

Once we can make the connection with them the current is still very powerful. For our mutual benefit, let us give some priority to the simple adaptors needed to make worthwhile connections. *Il faut être branché.* We cannot afford to let our light go out.

Derek Beard is Assistant Director-General of the British Council responsible for education.

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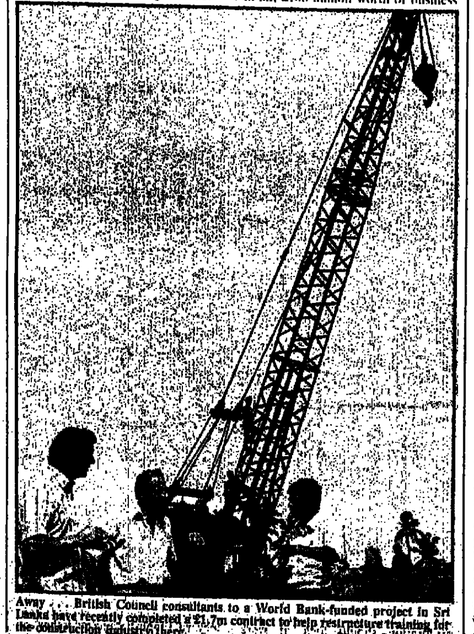

Away . . . British Council consultants to a World Bank-funded project in Sri Lanka have recently completed a £1.7m contract to help restructure training for the construction industry there. Pictured: British Council

Other unions are continuing with discussions following an NUT walkout. Richard Garner reports on their reactions

Pay structure talks go ahead — without the NUT

Teachers representatives and local authority leaders are attempting to discuss the controversial plans for teacher assessment and pay structure without the largest union, the NUT.

All the other teachers' organizations believe they should negotiate the package – instead of just walking out and winding up the three years of talks as agreed by the teachers' panel through its built-in NUT majority.

In fact, when the NUT representatives walked out on Wednesday, the rest carried on talking even though both sides acknowledged the discussions had "no status". One union leader admitted it would be "pie in the sky" to think there could be any agreement without the NUT.

All unions have expressed substantial reservations about the package – although they want to see if the employers are prepared to be flexible before they decide whether to reject.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, warned of "years and years of confrontation" if all the unions took the NUT attitude to the structure package.

In a paper submitted to the structure talks on Wednesday, the NAS/UWT conceded the principle of covering for absent colleagues—but for only one period a week. Compulsory lunchtime supervision remains "an absolute no go area", and there should be a separate contract for teachers who volunteer to supervise for extra cash.

It said teachers' duties and responsibilities should be limited to an average of 30 hours per week—with a maximum classroom time of 22 hours.

It was prepared to accept a more professional system for assessing teachers—but totally rejected management proposals which would allow head teachers to assess staff annually and withhold pay increments.

On pay, it said there should be an entry grade starting at £7,000 followed by a main professional grade going up to a maximum of £16,500.

Mr Smithies said his union would be prepared to take industrial action if all negotiating possibilities had been exhausted.

Mr Peter Smith, deputy general secretary of the Assistant Masters' and Mistresses' Association, said there had been substantial objections from all the teachers' associations to parts of the package.

His association's executive meets tomorrow to decide its next step—but AMMA is planning to submit its own comments on the proposals along with the Secondary Heads Association and the Professional Association of Teachers. The National Association of Head Teachers has tabled its own response.

The Secondary Heads Association reacted to the NUT decision by announcing the withdrawal of its support for the 1985 pay claim tabled by the teachers' panel.

Mr Peter Shape, its general secretary, added: "SHA is ready to enter into discussions with employers on those aspects of their proposals which relate to the management of schools and to the salaries of heads and deputies, but greatly regrets these discussions cannot be conducted by a united teaching profession."

Mr David Hart, general secretary of the National Association of Head Teachers, said he believed the NUT had "done the profession a grave disservice".

He added: "I am sure we will now get a rebuff in the Burnham committee and therefore we now face the rather bleak prospect of sanctions and strikes in the New Year."

Mr Hart said he hoped the management side would see some mileage in continuing to talk about its proposals with all the teachers' organizations minus the NUT. "I would hope that all the teachers' organizations apart from the NUT would continue with discussions."

The management said this week they would like to take advantage of any avenue through which to pursue the proposals outlined in the restructuring paper. This could be through discussions with the other teachers' organizations or through introducing the proposals of the working party into the main Burnham discussions.

The working party was set up as a sub-committee of the Burnham committees—so its deliberations can only be wound up by the main committee. Meanwhile, it became clear this week that the final package prepared by the management side—costed at about 7½ per cent extra on the salaries bill in its first year—was strengthened at the insistence of the Department of Education and Science.

Sir Keith Joseph, the Education Secretary, was particularly anxious to see watertight proposals for assessing teachers in the eventual package. The local authorities were also advised to reduce the money on offer to allow for negotiations to proceed. At present, the proposals go up to a maximum of £11,800 a year on the main professional grade and £24,000 a year for the highest paid headteachers.

On the teachers' side, the panel decision to wind up the talks was agreed with NUT casting all 16 votes in favour. All the other teachers' organizations, with members in primary and secondary schools, voted against it and there was an abstention by the National Association of Teachers in Further and Higher Education, the NUT's sister union. It usually supports the NUT line and has a representative on the primary and secondary Burnham teachers' panel, but it has its own FE structure talks coming up shortly.

Mr Doug McAvoy, deputy general secretary of the NUT, who has led the teachers' side during the discussions, said it would be "pointless" for the other organizations to carry on discussions. Under the present arrangements any changes have to be agreed in a negotiating body. There was nothing productive that could come out of such talks."

Meanwhile in Scotland the biggest teachers union, the Educational Institute of Scotland, reported a massive response to its one-day strike over pay on Wednesday.

Up, up and away . . . Millfield School girl Helen Plummer may go into a dive today – her seventeenth birthday – because she will soon be a licensed pilot. It is believed that will make Helen the youngest ever holder of a licence to fly light aircraft. She passed her General Flying Test at Bristol Aero Club when she was only 16 years 11 months. British regulations do not allow solo flying until you are 17 and no one can get a licence until 10 solo hours have been completed.

Union demands l.e.a. backing over assault

A strike by teachers at a Sunderland comprehensive school, over the readmission of a 16-year-old pupil who punched a woman teacher, has led to their union demanding a firm statement of support from the authority.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, whose members at Thorney Close comprehensive school have been on official strike for two weeks, said the incident, was one of a number his members had complained about in Sunderland schools.

He added: "There have been complaints from schools where pupils have been in the business of drinking or glue-sniffing – and other incidents where pupils have treated their teachers with contempt and I do think we have a reasonable right to expect from the Sunderland authority that they come down firmly on the side of the teacher," he added.

Mr Tom Scott, chairman of Sunderland's education committee, acknowledged there had been a case of glue-sniffing and cases of pupils refusing to do homework for teachers. But he felt some of the incidents were not as serious as the union suggested.

Negotiations over the Thorney Close strike met with no success on Monday – with the result that the 21 NAS/UWT members at the school remained on indefinite strike.

The boy returned to school after two months suspension a fortnight ago in the company of Mr Jackson Hall, the authority's director of education. The teachers immediately walked out and the school shut for the day. Since then, it has been open but some pupils have been sent home.

At Monday's meeting between leaders of the union and the authority, the union said its favoured option was sending the pupil to another school – although it was prepared to have him back so long as no union member taught him for the remainder of this term and he never had to be taught again by the teacher he punched.

The authority said it was prepared to exempt the assaulted teacher – but insisted that other NAS/UWT members should teach him as from this week.

Mr Scott, in a statement about the incident, said: "A boy with hearing difficulty was instructed by a teacher to behave himself. The boy said 'shut up' and the teacher struck him on the hand. The boy tensed in response to the blow. The teacher said 'come on, then' and the pupil struck the teacher."

Diane Spencer on plans for college conditions of service

Lecturers ponder review

Leaders of the biggest union of college lecturers will try to persuade members to agree to a joint review with employers of pay and conditions when the national council of the National Association of Teachers in Further and Higher Education meets tomorrow.

The council will also be fixing the main planks in the union's 1985 salary claim. The executive proposes an increase of 20.5 per cent, equivalent to £2,421 on the median salary, as the first step towards restoring the Houghton levels of 1974.

The review, which was proposed by Mr John Pearman, leader of the management panel of the Burnham further education committee, at its last meeting, would run in parallel to the pay negotiations and would have long-term aims.

At last month's Burnham meeting, Mr Pearman called for greater flexibility in the documents codifying pay and conditions of service – known as the blue and the silver books. "The time is ripe – no, overdue – for an examination of these documents", he said.

Both sides could get help from the further education staff college at Coombe Lodge, the National Advisory Body on public sector higher education and the Further Education Unit, he said. Employers would want to look critically at the whole philosophy of the kinds of class contact hours related to the status of lecturers, and at the exact shape and workload of the academic year.

The relationships between academic status of work, lecturers' qualifications and content should be jointly explored. "Employers' representatives have long argued that the present system of grading of courses, an uneasy compromise between objectivity and negotiation, should be reduced in significance in the pay structure, if not scrapped altogether", he said.

Similarly, the laborious business of counting student hours, which may tend to "overteaching", should be abandoned in favour of a more straightforward method of accounting the volume of work and the size of the department and college.

Remission time allowed from teaching for other duties should be firmly a management instrument within the college. Mr Pearman said, and suggested that it was an unfortunate name which should be changed.

"And present conditions of service agreements need to be measured against the demands of open and distance learning, marketing and external relations.

If the two sides joined together "we will have to grapple with the present pre-supposition that higher paid lecturers should teach fewer hours than their colleagues", he added.

Any joint appraisal should also explore scope for extending the use of non-teaching staff in supervisory roles. Mr Pearman told the panel. That exploration should look at work already done by librarians, the use of "demonstrators" in the University sector and the "healthy tradition in FE by which technician staff have, by study and experience, worked their way through to becoming lecturers".

That part of the investigation would need great sensitivity, but must not be shirked.

A crucial part of the review must be to find ways of cutting costs: teaching hours and weeks and use of non-teaching staff should be scrutinized, he said.

NATFHE union officials feel they should agree to take part in a joint review now they have seen a transcript of the meeting. The executive is likely to agree at a meeting just before tomorrow's special salaries council.

The union has long demanded reform in grading of courses and improvement in the promotion prospects for those at the top of the lecturer scale 1, but critics of the join review fear that some more advantageous parts of the present agreements will be at risk if NATFHE agrees to take part.

Mr David Triesman, NATFHE's negotiating secretary, said: "We have a number of structural claims outstanding of considerable detail, and they will require careful discussion with the employers. This review may well provide a forum for those discussions. "No union will accept the bad points meekly from the other side. When these come up for consideration they will simply be rejected, if they are unacceptable.

Publications of costs Bill moves a step nearer

by David Lister

A Private Members' Bill requiring LEAS to publish the costs of running all their schools, including the cost of teachers' salaries, was due to receive a formal reading in the House of Commons on Wednesday.

The Bill is sponsored by Mr David Madel MP, chairman of the Conservative backbench education committee.

If the Commons does decide to discuss and pass the Bill at a future date, which is by no means certain, it would force LEAS to publish what would in effect be an annual statement of accounts for both maintained and voluntary schools.

Mr Madel said this week that when a school was under threat of closure this would help parents by showing them exactly what the particular cost to run. It would also help teachers, he said, to have the cost of teachers' salaries in every school made public.

"We are always told that teachers' salaries take up the lion's share in each school," he said. "Now, we would be able to see if that were the case or not."

David Madel

Susannah Kirkman reports on the Education Secretary's concession to rebellious Tory backbenchers and the ensuing Commons debate

Sir Keith gives ground on grants

Sir Keith Joseph, the Education Secretary, this week tried to quell a potential revolt among Conservative backbenchers with a limited retreat from his proposals for student grants.

His only concession, announced in the Commons on Wednesday, was to lift the threat of tuition fees from high-income families, and he gave a warning that part of the £21 million costs of the concessions would be achieved by slicing the recently announced increase in science spending in 1985–86 from £14 million to £11 million.

A further £6 million would be saved by cutting back the increase in the equipment grant for the universities from £10 to £4 million for 1985–86, although the scheme for selective assistance would be extended to 1987–88.

Finally, another £2 million would be come through economies in the Pickup Programme, educational research, adult education and the Microelectronics Education Programme.

Announcing a Government study involving wide consultation for radical changes in the student support system, he said that this would include the possibility of loans.

Sir Keith risks continuing dissent, not only beenuse of the nature of the economies to pay for the concession, but because he intends to press on with his controversial proposals to abolish the £205 a year minimum award and increase the level of parental contributions for middle and upper income earners.

Tory backbenchers seemed satisfied with Sir Keith's concessions. Mr Mark Curlisle, his predecessor, said he was glad Sir Keith had thought again, and thanked him for preserving free higher education.

Sir William Clarke said the Education Secretary's decision would be very welcome in the whole country. Sir Keith had shown political courage and honesty.

But Sir Keith was asked by Mr Patrick Cormack (Conservative, Staffordshire South) if he could confirm a pledge given to the select committee that he was able to abolish parental contribution. He replied that he was unable to give a pledge on this. "We have long recognized that it would be desirable to treat an adult as an adult, but we do not judge it practicable in the present circumstances and not for the foreseeable circumstances to abolish parental contributions."

Demands for Sir Keith's resignation were confined to the Labour benches.

Mr Giles Radice, the shadow education secretary, accused the Government of a "humiliating climbdown". He said the Government had reduced the value of the student grant by 14 per cent since it had come to power, and added that it was still not prepared to set up an independent inquiry body.

He said Labour would feel more respect if Tory backbenchers rebelled against the reductions in pensioners' heating allowances.

Sir Keith had cut £9 million from the science budget which he had said was so important that parents and students would have to pay for it. Mr Radice said the Government had displayed incompetence and insensitivity.

Sir Keith's original proposals were not only to abolish the minimum grant and make the means test tougher, but also to make parents contribute up to £520 towards tuition fees. Parents who earned £11,000 each, a little more than the national white-collar average, would have faced an increase of £727 for their children in higher education. Sir Keith had offered the grant savings of £39 million to pay for £24 million extra on scientific research and on higher grants for poorer-students.

A full-scale backbench Tory revolt had been predicted. Backbenchers gave Sir Keith a rough ride at a meeting on Tuesday evening to discuss the proposals. Mr William Benyon, MP for Milton Keynes and a member of the backbench 1922 Committee's executive, said that MPs would be satisfied only if Sir Keith completely abandoned the scheme to charge higher fees. Earlier, during question time at the Commons, Sir Keith had refused to give way in spite of considerable pressure from backbenchers.

The planned cuts have also become an issue in the Enfield Southgate by election, where a third of the potential voters come from the professional and managerial class which would have been hit by the plans.

Before Sir Keith's statement, many of the Tory rebels had been expected to vote against the plans when the autumn public expenditure statement was debated in the Commons on Thursday.

Sir Keith's concessions will affect 70,000 households which would have had to pay students' tuition fees.

Scenes outside the DES offices in London last week when students protested at Sir Keith Joseph's plans to reform the grants system and (right) one demonstrator makes his point direct to the Secretary of State.

Sir Keith Joseph

Efficiency check for universities

by Ngaio Crequer

The forthcoming Green Paper on higher education will announce a Department of Education and Science examination of performance and efficiency in the universities and public sector.

DES civil servants are assembling a range of "performance indicators" which would enable institutions to be compared on a like-for-like basis with others in the same sector.

The kind of indicators used would include PhD completion rates, class of degrees, drop-out rates, staff-student ratios, graduate employment rates, external income.

The move is part of the Government's financial management initiative which has led to sweeping reviews in both the National Health Service and local government.

Coincidentally, the University Grants Committee has told universities it is to prepare its own index of inter-university costs and performance indicators and will invite institutions to comment on how they should be interpreted.

This will be part of a UGC review of how it allocates recurrent and other grants, the first major review since 1980. "The committee believes that every university must feel it can, by its performance, improve its resources and student numbers relative to other universities", the UGC has said.

The UGC review is aimed to be concluded at the end of next year and will cover the period to 1989–90. The UGC will take account of universities' academic plans, and those which claim they have historically been underfunded will have a chance to put their case.

Some indication of DES thinking on performance review came last week in a speech by Mr Peter Brooke, junior minister for higher education, at the ninth Royal Festival Hall conference.

He commended the National Advisory Body system of open formula funding, which showed what assumptions had been made and helped institutions to assess their own performance. – *THES*

Bid to expel Front activist

by Felicity Jones

A complaint has been lodged with the governing body of the Polytechnic of North London which could lead to the suspension and eventual expulsion of Mr Patrick Harrington, a third-year philosophy student and National Front official.

An interview on Thames Television's six o'clock news with Mr Harrington last week formed the basis of the complaint brought by a student claiming a breach of the polytechnic's code of conduct.

In the programme, black presenter Mr Mark Wadsworth asked Mr Harrington why he was not prepared to accept home tuition to which he replied it was "academic apartheid", and went on to make an offensive remark about the respective rights of black and white citizens in Britain.

Mr James Comer, *PNL* secretary and clerk to the court of governors, said legal advice would be taken to see whether Mr Harrington's comments were a breach of the disciplinary code.

Later in the week, an application was made by Mr Harrington to the High Court for the sequestration of the polytechnic's assets unless it enabled him to have access to all the polytechnic's facilities.

A second application was also heard from PNL to teach the student in private.

On Monday last week students occupied the main administration and English Town buildings and had to be evicted by police. – *THES*

. . . and *TES* reporters describe the grants systems in seven other countries

United States

The United States Government directly provided $7.4 billion in student aid last year, according to the Office of Management and Budget, and although exact figures are not available, experts estimate that approximately 50 per cent of American college students receive Federal aid.

Government financial aid to students is offered in the form of grants, loans and college work-study programmes, with many students receiving more than one form of aid.

The largest of the Federal grants is the Pell grant programme, which was established in 1972 to provide money based solely on need. In 1978 Congress greatly expanded the programme – which now provides up to $2,100 to 2.8 million students.

The Guaranteed Student Loan Programme, the largest of the Federal student aid programmes, provides Federally guaranteed loans at 8 per cent interest to qualified students.

Undergraduates can receive loans up to $2,500 a year and graduates up to $5,000 a year if total annual family income is under $30,000. For students with family incomes over that amount, the amount of the loan depends on a financial need test, with a student's right to the money phasing out at income levels of approximately $50,000 to $70,000.

Deborah Kasouf

Japan

Most of Japan's students are at private universities but those who go to national ones are charged tuition fees which are uniform throughout the country.

However, students may be exempted from part or all of those fees in various circumstances.

Tuition fees charged in local authority universities are determined by the local authority and therefore vary – as do those in the private universities.

Last year's fees for the national universities was 216,000 yen (£725) a year – 50 per cent more than the figure for five years previously.

[illegible]

West Germany

One of the first acts of Chancellor Helmut Kohl's centre-right coalition was to give notice, in December 1982, of a sweeping overhaul of student support provision, with fully repayable loans replacing the existing part loan-part grant system, in a bid to save £50 million a year.

Up to then, the 35 per cent of German students receiving Government grants had been required to repay roughly a quarter of the money. Now, students awarded full maintenance grants of up to 700 DM per month (about £175) can expect to graduate with a debt of around 40,000 DM repayable in monthly instalments within 20 years. In cases of exceptional achievement or if the loan is repaid within five years, the total debt may be reduced.

The Government's belief that the new system in no way reduces equality of opportunity is hotly contested by its opponents, especially since money grants to sixth formers and students on evening or full time vocational courses have also been axed. While some adjustments are expected in this, the Government is firmly resisting pressure to abandon the loan system despite claims it may actually be cheaper to give non-repayable grants than administer the long term collection of loans depleted by inflation.

Paul Bendelow

France

French parents find it hard to understand the outcry against Sir Keith's proposals since only the most needy receive grants, ranging from about 4,000 francs (£340) to 12,000 francs a year.

Admittedly, enrolment costs very little, (about 550 francs including student health scheme) but facilities are generally spartan with overcrowded lecture rooms, grossly under-stocked libraries, little or no individual attention paid to students and few social activities.

Students often live at home since halls of residence are rare and rooms in town are expensive and scarce, even in the provinces. In Paris, the proverbial *chambre de bonne* (maid's room) on the sixth floor can cost 1,000 francs a month.

The present Socialist government has increased considerably both the number of grants and the grant itself, and made more interest-free, ten year loans available to students not entitled to grants. However, the vast majority still rely on parental support. Some work part-time during term-time and most take more than three years to complete a course. Financial hardship certainly contributes to the high drop-out rate.

Mary Follain

Irish Republic

Thousands of students took part in a national day of protest action yesterday against "inadequate" grant levels and student support in Ireland.

The demonstrations were organized by the Union of Students in Ireland (USI) which said that recent Government proposals to improve the level of support did not go far enough.

At present about 38 per cent of full-time students in third level colleges are on grants or scholarships of one kind or another. The amounts vary considerably depending on family size and other means tests but the maximum a student can get is IR£1,000.

fees. USI estimates that a student living away from home would need IR£3,500 to get through college for a year and to pay full university fees.

The Government has promised to increase the maintenance element of grants by 10 per cent in real terms from next September – it has remained unchanged since 1981.

But it has also decided to increase tuition fees by 5 per cent in real terms. Increases this year of 20 per cent put some undergraduate university courses ove the IR£1,000 mark for the first time. However fees for some technical college courses are still as low as IR£250.

John Walshe

Denmark

The Danish Government is planning to improve its student grants/loans system next year – although no details of the new package have yet emerged.

At the moment the Danish student grant system includes parental means-tested grants for 18 to 22-year-olds, pure state loans and state-guaranteed bank loans at normal commercial rates for older students.

More than 8,000 Danish students are at present heavily in debt (amounting to over £10,000) coupled with no degree and no job at the end of their course.

A year ago a total of 186,000 Danish students owed £58 million, student loans then representing an alarming 6 per cent of all loans made by Danish banks.

By the end of 1984 the situation had improved somewhat with 129,000 of these student debtors, owing a total of £36 million, coming to an agreement with the Government over repayments.

Christopher Follett

Spain

Most of Spain's university students – some 70,000 of them – pay for their studies. Fees have been low, but they are starting to rise sharply. The annual tuition fees for a university course is between £100 and £200; science subjects involving practical work are more costly than the arts.

Some government grants are available for those who cannot afford to pay, but these are relatively scarce. The result is that a high proportion of students live at home, and many take jobs to support themselves. A number of faculties repeat day time courses in the evening for their students who are at work. A recent study in one of Madrid's universities found that 90 per cent of students were being given money by their parents but less than half found this adequate. Nearly 50 per cent did some work on the side and more than one in ten were earning at least £125 a month.

Sarah Jane Evans

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Lecturers' classroom experience out of date

The professional content of the BEd secondary course at Bretton Hall College of Higher Education, near Wakefield, has been criticized by HM Inspectors. But they have praised the secondary Postgraduate Certificate of Education course and the subject areas of the BEd courses.

In a report of their visit to the college earlier this year the inspectors comment that the teaching experience of some of the longer serving members of staff is dated and there should be more opportunity for tutors to gain experience in primary teaching, particularly now more students are preparing to teach at that level.

The BEd secondary course aims to prepare teachers of music or fashion and textiles. But the difficulties of structuring a course for small numbers of students in such unrelated subjects have not been overcome. As a result; "the course as it stands does not provide an appropriate professional training for either group. The subject-related professional work is not sufficiently strong and the links between the elements of the course are tenuous."

In fashion and textiles particularly, the tutors, while producing high quality work, lack sufficient or recent school experience. Nor are there plans for them to acquire any. "The teaching practice consultancy and the conduct of the professional studies course are in the capable hands of the member of staff who is part-time – a situation which of itself limits the amount of interaction which can take place with other college staff and with students."

The inspectors were particularly impressed with the environmental studies department, an area on which the college has concentrated, together with the expressive arts, since it was founded in 1949. "Work seen reflected competent performance. This is a lively department which has the potential in resources and personnel to make a valuable and effective contribution to . . . primary education."

The report recognizes that the group of courses at Bretton Hall makes complex and changing demands on staff. But of the 16 members who teach educational studies, seven last taught in schools in the 1960s. But over the last three years six have been appointed straight from school teaching.

"The college needs, nevertheless, to develop further its present policy of giving staff the opportunity to undertake regular work in schools."

Report by HM Inspectors on Bretton Hall College of Higher Education: teacher training courses. From Wakefield l.e.a. or DES Publications, Honcypot Lane, Stanmore, Middlesex.

Susannah Kirkman on an NFER investigation into the problems new heads face

A never-ending struggle to keep up appearances

Dealing with dilapidated school buildings is one of the worst problems facing newly-appointed secondary heads, according to a survey financed and carried out by the National Foundation for Educational Research.

Heads are spending much of their time trying to get money for painting and redecorating their schools, Mr Dick Weindling, a senior research officer, told *The TES*. In a survey of all 188 secondary heads appointed in 1982–83 in England and Wales, almost half said that dealing with school buildings posed a serious or very serious problem.

Other difficulties are mainly caused by headteachers' immediate predecessors: 53 per cent of new heads said they found it hard to introduce curricular change or to encourage good teachers because all the scale points had already been allocated by the previous head.

One in two heads said the style and practice of the former headteacher gave his or her successor serious problems. New heads often had to cope with a poor consultation system and with weak members of the senior management team left over from the previous regime.

Some senior teachers were coasting towards retirement and others were felt to be blocking all new initiatives.

Relationships between the new heads and their deputies are often strained, according to the survey. In some cases, the first deputy had applied unsuccessfully for the headship. Many heads resolved the dilemma by giving their deputies a chance to air their grievances and by supporting their applications for other headships. But several deputies had taken out grievance procedures against the headteacher through a union or the l.e.a.

Redeployment came high on the list of problems. One head said that the worst day of his first two years in the job was when he had to tell a head of department that she was to be redeployed. It is a huge emotional drain which most headteachers are not trained to cope with, according to Mr Weindling.

One head in six said they had not been properly prepared for headship. They suggested that heads should train their deputies by encouraging them to take an active part in management and by rotating different responsibilities.

Isolation also places a strain on new heads. Many said that they had no one to discuss their problems with, and too little feed-back.

One positive aspect of the job was the good relationship most heads enjoyed with local authority advisers, education officers and school governors. Fewer than 5 per cent said they had any problems with their local authorities.

And the rewards far outweighed the disadvantages. Most heads said that they enjoyed the variety of their work, the relative freedom and the chance to bring about beneficial changes in their schools.

MSC inroad bound to affect teacher training

by Bert Lodge

Teacher trainers will have to recognize that new partners bringing new funds are now involved in preparing teachers for the 14–19 age group, a conference of education lecturers was told last weekend.

The recent inroad of the Manpower Services Commission into schooling was bound to affect teacher training, said Miss Jean McKay, head of education studies at Wolverhampton Polytechnic.

Miss McKay told the Standing Committee for the Education and Training of Teachers meeting in Leicester: "If student teachers are to be adequately equipped with knowledge and understanding of, and competence in the 'new' secondary curricula then courses of initial training must somehow give due recognition to the new partners."

The influence of the Technical and Vocational Education Initiative was bound to extend beyond the influence of the fourth and fifth years. "It is too early to ascertain whether parental choice of secondary schools for 11-year-olds will be affected by the presence or absence of TVEI or to determine the effects of an option provision for non-TVEI students in schools."

The White Paper, *Teaching Quality*, acknowledged that the needs of pre-vocational education made it likely that more teachers would come into the job other than from the standard entrances.

But draft criteria from the DES insisted that at least 75 per cent of the students on any one course should have the normal qualifications of entry to a first degree course.

Miss McKay added: "It is clear that the developing teacher training courses of BEd and PGCE must somehow reconcile the potentially conflicting requirements of the new Council for the Accreditation of Teachers and the 'new' secondary curriculum.

"The syllabus content of subjects like craft, design and technology, business studies, physical education and home economics is central to many of the TVEI schemes."

FE staff 'demoralized by Government cuts'

by Diane Spencer

Government pressure on education authorities to cut expenditure and become more accountable is having a "devastating and demoralizing" effect on further education lecturers, it was claimed this week.

Lecturers were having to justify their existence in quantitative terms, Ms Margaret Chapman, of Huddersfield Technical College, said. "We have to document practically everything we do, add up, average out and pray we don't fall short at the end of the session. This quantification is no reflection of the actual work done, or the effort expended, it merely meets the demands of the omnipresent auditors and increases the pressure on teachers."

Her remarks, in the journal of the National Association of Teachers in Further and Higher Education, follow the Audit Commission's strong criticism last week of the FE service. It claimed that lecturers failed to work their full teaching hours.

This financial accountability was just one of 16 causes of stress among lecturers, she claimed. Others included loss of traditional courses, increase in pastoral work, lack of senior management support, more meetings and committees, less or no remission from teaching to undertake other duties, different and more difficult types of student.

Ms Chapman said staff were extremely resentful and frustrated by the lack of promotional prospects – particularly when there were expected to develop courses, tutor and administrate without being upgraded.

Many had concluded that their prospects were so bleak that they might just as well stop trying. "So they just do what they feel they are paid for, ie teach their classes and attend college for 30 hours a week and then go home and forget about it." This withdrawal was a form of protection.

The spectre of redeployment or redundancy acted as a form of professional blackmail in that lecturers on the lowest grades felt they must toe the line or take on extra work simply to stay in their jobs.

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Learning to compete in a man's world . . .

Girls get less encouragement to be winners

A sixth-form girl told a conference of women "high-fliers" from industry last week that their recent visit to her school persuaded her to "enter a man's world", *writes Adriana Caudrey*.

Seventeen-year-old Kimaria Tuckey from Billericay, in Essex, said she had switched courses, from modern languages, to European business administration, and begun working as a car mechanic on Saturdays.

Prior to the visit, she had been "put off by what people would say" if she did car repairs at her father's garage. Kimaria told the conference, in London, held by the Industrial Society's Pepperell Unit. The unit has organized a series of events, intended to encourage more women drive to the top in industry.

The conference was addressed by senior training officers – almost all women – from leading banks, and building societies, and big oil, chemical, computer, and broadcasting companies, as well as a headmaster, and an Oxford university careers adviser. Many of them pointed out that women are plagued by lack of self-confidence throughout their life.

Unlike boys, girls were not encouraged to take part in competitive, or team activities at school, and according to one speaker this was a handicap in the fight to get to the top.

Many training officers argued that women needed special in-service training to make them more assertive. Already, many such courses were being run by committed women within the big companies – some without the blessing of senior management, which was invariably male-dominated.

Pauline Jannaway, senior training adviser for British Gas, said that after attending women-only training courses, female staff were now beginning to ask for what they wanted.

She and other training officers said that women who attended such courses were frequently dubbed subversives. One related how a group of women returned from a training course, to be booed when they entered a room full of male colleagues.

EOC loses advert case

The governors of a boys' grammar school in Northern Ireland were justified in advertising specifically for a dormitory and washroom duties, a Belfast industrial tribunal has ruled.

The tribunal decided that because the headmaster of the Royal School, Dungannon, would have to live in the school and take on some "boarding master" responsibilities, the sex of the applicant was "a genuine occupational qualification for the job".

The Equal Opportunities Commission took the governors to court because it held that the advertisement, placed in a local morning paper nine months ago, was contrary to the Sex Discrimination Act. Following the ruling last week the EOC says that the notice should have provided details about the specific aspects of the post.

Mr Paul Hewitt, who was appointed head in September, told *The TES*: "The particular nature of our school means that only men can, in common sense, apply for the post of head. The washroom, shower, and dormitory duties frequently fall to him because there are not enough other live-in staff to see to them."

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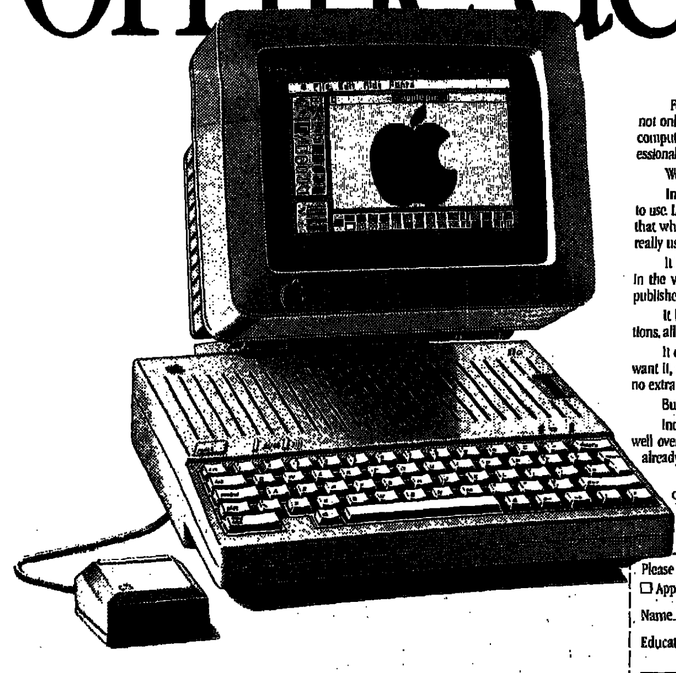

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(0066)

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Local authorities accuse MSC of breaking pledge on running colleges

Local authority leaders this week accused Manpower Services Commission officials of trying to backtrack on the Commission's pledge not to interfere in the running of their colleges next year.

They warned that it could jeopardize their hard-won equivalence in the Government's new arrangements for work-related courses to be funded through the Commission.

Last month Mr Bryan Nicholson, the MSC's new chairman secured the council leaders' cooperation by promising that each education authority would be given back all the money which is being deducted from its 1985–86 rate support grant (RSG) with no strings other than an undertaking that it would all be spent on work-related courses.

They convinced him that this was the only way to meet the Government's request that the pattern of courses should not be disrupted in the first year of the new funding arrangements.

Local authority leaders were meeting Mr Nicholson yesterday to demand that he disown guidelines which have been issued by his headquarters to the MSC's local managers.

They require LEAs to submit in advance plans for the courses which they want funded. They also envisage that the plans will be discussed in detail with the MSC before the Commission officials decide those to be included in an approved programme.

The guidelines leave no doubt that officials intend the arrangements to apply next year. The timetable is:

- Outline plans from each authority which the officials had hoped to get by the end of last month;
- Fuller plans in time for discussions to take place by the end of February;
- Local MSC officials to submit plans of "how MSC support is to be deployed" to their head office so that by the end of March the Commission can tell each authority formally what it intends to fund; and
- A contract to be signed with each authority in April or soon after.

The guidelines set out a list of costs to which the MSC is prepared to contribute. These make it plain that the officials propose to vet all expenditure and expect detailed accounts for such things as lecturers' pay and books. They say they will use the rates the MSC already pays the college for TOPS courses as a "benchmark" for assessing what it should contribute to the costs of the whole programme.

The guidelines envisage that the LEAs will not be paid all their money at one go, but that it will be doled out in equal monthly instalments.

The discovery of the MSC officials' plans has done a great deal to re-establish the common front between the two main local authority associations which collapsed when the Tory-dominated Association of County Councils tried to negotiate various compromises with the MSC and the Government during the summer.

The education committee chairmen of the two associations wrote a joint letter to Mr Nicholson in advance of yesterday's meeting saying that it was their very firm and clear understanding that there would be no difficulties over the authorities getting their money next year on a simple and unequivocal promise tht it would all be spent on work-related non-advanced further education.

Since the letter their fears that the MSC is playing a double gaime have been heightened by an MSC advertisement this week for a team of regional further education advisers, to enable it "to carry out its new responsibilities in the field of work-related non-advanced further education".

The advisers, who will be paid upto £17,489 a year, will be appointed to serve for two or three years, and s may be on secondment. The local authorities are wondering why the MSC should want its own FE experts now, if it is sticking to its promise not to intervene before 1986 at the earliest.

An MSC spokesman seemed surprised to hear this week of the authorities' reaction to the guidelines. He understood that they were a modified version of an earlier draft which had been altered to meet their complaints.

But there is one piece of good news for the authorities. They have been told that during the academic year 1985 – 86 they will get more than is being deducted from next year's RSG because that is calculated on the financial year which does not include the summer term. The MSC will provide additional money for funding courses during the term.

Key YTS decisions 'based on useless data'

Government decisions about the size and scope of the Youth Training Scheme are being taken on the basis of worthless figures, according to some of the careers officers who are having to provide the data.

The figures include forecasts of the numbers expected to leave schools and colleges and of how many are likely to be unemployed.

The Department of Employment's careers service branch expects local authority careers departments to prepare forecasts for the Manpower Services Commission in October for the two years ahead. Now some careers officers are questioning the value of such forecasts and urging that they be dropped.

One of the country's biggest careers departments has told the DE officials that it is nothing more than "a clumsy and inept piece of impression-gathering".

The critics of the arrangement say that only the figures for those eligible to leave school in the current year can be treated with any confidence, and that the return has to be made too early for even their destinations to be more than guessed. Not even the numbers who have decided to return to school are known by then, and estimating the numbers likely to be employed requires knowledge of labour market changes not yet available.

They maintain that the statistics obtained in this way are useless for planning YTS provision, and that it would be better to base decisions on the previous year's unemployment and YTS occupancy records, which could be updated to take account of changed circumstances.

Youthaid, the youth employment pressure group, claims in its December bulletin due out next week that DE officials themselves agree with the criticisms. The bulletin says: "A major part of the MSC's Youth Training Scheme planning is based on figures that are known to be false by the careers officers who supply them".

The allegation is abound to be particularly unwelcome to the MSC's officials at a time when they are being given control over work-related further education partly on the grounds that they have more accurate information about the labour market than have the colleges.

Careers Diary

by Brian Heap

"What on earth can you do with a degree in sociology?" This is the plaintive cry of many a sixth-form parent – and not a few teachers. The answers are too numerous to mention here but from York University last year the scope seemed considerable.

Ten went into retail management with such firms as J Sainsbury, Marks & Spencer, Mothercare and W. H. Smith. Four joined the police, two went into publishing, and four into finance (accountancy, Inland Revenue and building society work). Of a total of 157 sociology students, 103 went into employment and 54 into further study (for example, for teaching, law, hotels and catering, and secretarial courses). Sociology, however, is only one section in the second edition of *After a Degree* – a 55-page publication modestly priced at 50p and available from the York University Careers Service. It covers 15 major degree courses and provides details of the destination of graduates – status and companies. Misconceptions abound about graduate employment, and this book ought to be compulsory reading for all teachers and students.

For the active, outdoor type, over 16 and still at school or college, the Royal Artillery is organizing four very strenuous courses.

These are potential officers' courses. The first is a five-day parachute course at Netheravon, Wiltshire, involving up to five static line (non-freefall) jumps (cost £65 plus personal expenses).

The second is a very tough commando course with forced marches, assault courses, mud runs and sleeping rough on Dartmoor (£12 plus personal expenses).

There are also an Outward Bound-type course in Snowdonia (£30), and a demanding, six-day sailing course across the Channel to Cherbourg and the Channel Islands (£50).

Details from the Regimental Headquarters Royal Artillery, Government House, Woolwich, London SE18 6XR.

TVEI spin-off

Ministers are interested in the idea of launching a university version of the TVEI. A senior Manpower Services Commission official said this week that exploratory talks with the Government were likely to begin soon.

Mr Hugh Sharp, who heads the MSC's training for small businessmen and the self-employed, told a conference in London on Monday that the aim would be to interest undergraduates in acquiring business skills and to provide them with help in planning to launch their own enterprises after completing their studies.

The conference was to announce the graduate enterprise programme, an MSC-funded pilot project under which 40 graduates will be given an 18-month course at Cranfield School of Management.

There has been no suggestion that the Government is considering withholding a portion of the UGC grant and channelling it through the MSC or some other body to ensure that it is spent on officially-approved work related courses.

Edited by Mark Jackson

Classroom practice has changed little in 20 years, despite talk of a 'revolution'. Sarah Bayliss reports

Back to basics? We've never left them

Most junior schools in England have not undergone the much-publicized classroom revolution of sweeping away the basics and adopting a child-centred approach in the last 20 years.

This is the conclusion of a major research study, published in the latest issue of *Educational Research*.

The truth is that most children aged 9 to 11 spend most of their time practising the basic skills in mathematics and English, including reading.

Evidence gathered from a big sample of more than 2,500 teachers in 732 schools shows that mixed-ability group teaching is rare, and that cooperative group work in classrooms is even more so.

According to Dr Joan Barker Lunn, the author and principal research officer at the National Foundation for Educational Research, one-sixth of teachers have introduced a system "which is tantamount to streaming" by seating children according to their attainment for all or most of the time Only one-quarter allow children to sit where they choose.

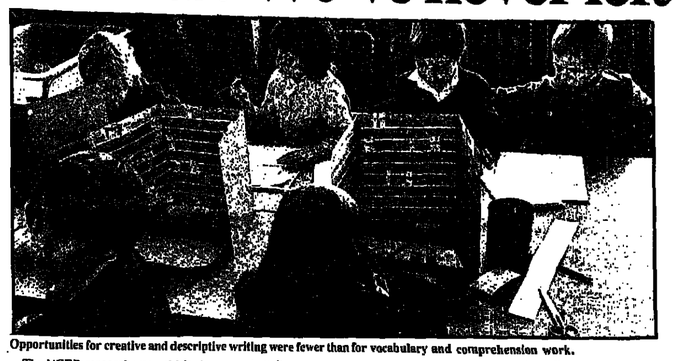
The research into junior teachers' methods and practices found that work in mathematical computation – addition, subtraction, long division and multiplication – is still the most frequent activity in classrooms, just as it was in 1965 when the NFER conducted comparable research.

Learning multiplication tables or "number bonds" is the third most frequent activity, after "silent reading as a class". In English there is a heavier emphasis today than in 1965 on comprehension exercises, and compared with 1973 when the Bullock Committee reported, there is more teaching of formal grammar and spelling tests.

Dr Barker Lunn says all this evidence is in marked contrast to the "assumed stereotype" of junior education, held by the general public since the 1960s when the Plowden Committee was set up. Plowden lent its approval to "progressive" child-centred learning, and somehow allowed the public to believe that progressive methods were being practised by large numbers of teachers and were becoming the norm in British primary schools.

In a summary of her work, Dr Barker Lunn says: "What is clear . . . is that the vast majority of junior school teachers are firmly in control of their classrooms. They determine what activities their pupils will undertake; they prefer a didactic approach rather than a reliance on discovery methods; they are making increasing use of class teaching; and there is no need to exhort them to go back to the basics. Indeed the development of and practice in the basic skills both of English and mathematics would seem to be the predominant features of junior school classrooms".

She claims that much of what she is saying has been said by other researchers and by the HMI primary survey of 1978, but public opinion does not seem to have been affected. In particular, there are strong links with the findings of the Oracle research at Leicester University, which showed, for example, that most children worked alone even though they were organized into so-called cooperative groups.



Opportunities for creative and descriptive writing were fewer than for vocabulary and comprehension work.

The NFER research was paid for by the Department of Education and should carry extra weight because of the size of the sample. (Oracle was based on direct observations in 58 schools). It has important implications for the forthcoming HMI curriculum documents for the 5 to 16s, which will emphasize, among other things, the pressing need to broaden the primary curriculum.

Rank order of frequency of activities (medium score)

Rank	Name of activity
1	Work in mathematical computation
2	Silent reading as a class
3	Practice in learning tables/ number bonds
4	Vocabulary and dictionary work
5	Comprehension exercises
6	Descriptive writing
7.5	Learning lists of spellings
7.5	Creative writing
9	Spelling tests
10	Formal grammar
11	Science
12	Practical maths
13	Individual project or topic work
14	Cooperative group work
15	Maths tests
16	Free choice periods
17	Modern maths
18	Drama
19	Dictation
20	School visits/ field trips
21	Homework

For example, about 40 per cent of teachers admitted they did science less frequently than once a week, although as the children got older the picture improved slightly. Asked about the introduction of concepts in science and maths, 90 per cent of teachers rejected the notion that children should begin to explore concepts by handling materials and apparatus. Most teachers said they were more likely to discuss the concept first and then let the children explore it.

The research has been conducted over four years and began with exploratory interviews in 14 schools, finding out about teachers' aims, priorities and attitudes. A questionnaire was then addressed to a sample of headteachers in 732 schools concerning changes in organization. The main findings from this stage were published in 1982 and showed the widespread abandonment of streaming over the past 20 years. It showed the development of remedial teaching and the creation of homogeneous teaching groups mainly by setting for maths and to some extent for English.

The latest study analyses a questionnaire which was sent in 1980 to 2,500 teachers in the schools whose heads had already been questioned. Staff were asked about their teaching methods, the organization of learning and classroom activities, the curriculum and the priorities within it. One-fifth of the 2,528 replies came from teachers in small to medium sized schools with fewer than eight classes. The average class size was 28.8 pupils in the smaller schools, compared with 30.4 pupils in the large schools with eight or more classes.

The smaller schools showed interesting, differences. Responses showed they had less whole-class teaching and more teaching in groups plus more individual teaching than the larger schools. In terms of organization and curriculum they had more practical and modern maths, less English grammar, slightly more project work, more "free choice" periods and more school visits and field trips.

Four teaching methods were found: whole class teaching, individual teaching, mixed ability group teaching and ability group teaching. Four-fifths of all teachers made little use of mixed ability teaching. Few teachers relied on one method except in reading, where two-fifths used individual teaching all the time and 90 per cent used it part of the time.

Most teachers were found to have a preferred method of teaching which they used for at least half their time, making use of one or more supplementary methods. Although most teachers adapted their methods to the type of children and task in hand, a sizeable minority, 29 per cent, failed to follow this trend.

Classwork, as opposed to group-work or individual assignment, was the most preferred form of organization for teaching English. It featured to a lesser extent in maths and reading. One-third of all teachers had individual tasks going on in English and maths, and 70 per cent had them for reading. But significantly, most teachers set the task, rather than allowing the child to choose, and allocated the time it was to take.

Teachers often divided their classes into groups, whether or not the range of ability was wide. Two-thirds of teachers in the sample reported that they grouped children for at least some of the time.

For the most part, group work involved each child working individually but there were some instances of groups working cooperatively on a common task and producing something together, such as a project in environmental studies or in arts and crafts.

Cooperative group work was rare in those periods designated for English and mathematics. It was less common in large schools compared with smaller schools, but it became slightly more frequent in large schools as the children became older.

Teachers were asked about schemes of work. More than 90 per cent said there was a school scheme of work for maths and a little under 90 per cent had one for English. The use of schemes varied considerably; just over one-third used their maths scheme as a basic syllabus but the majority used it either as a guideline or very broad guide. On the other hand, for English, only one-fifth used the scheme as a basic syllabus.

Only a small minority – about 15 per cent – of the teachers said they regularly taught history and geography as separate subjects. Nearly 30 per cent said they taught them as part of a broader subject such as environmental studies. The majority of teachers combined both approaches, teaching them separately sometimes as well as within a wider context.

During the exploratory interviews, teachers were asked about their priorities in the classroom and a list of 20 key activities and types of lesson was identified. Through the questionnaire the sample of 2,500 teachers was asked to indicate how often children undertook these activities; a six-point scale was used which ranged from once a day or every two days, to once a week or more, to less than once a term or never. The list of priorities is ranked order is shown in table form. Dr Barker Lunn comments: "Although the list is not exhaustive, it is nevertheless sufficiently comprehensive to allow differences of emphasis to emerge and teachers' priorities to be revealed".

She explained that certain subjects like games, music, art and craft did not appear on the list because often they were taught separately by specialists rather than the class teacher.

Computational skills in maths appear at the top of the list; nearly half the teachers introduced the skills of addition, subtraction, long division and multiplication on a daily basis or once every two days. Ninety per cent of teachers practised these skills at least once a week.

Learning multiplication tables and number bonds was also a routine activity; more than a third practised them daily or once every two days and 88 per cent practised them at least once a week. Less emphasis was given to practical maths (weighing and measuring) and to modern maths (such as Venn diagrams, symmetry).

Forty-five per cent of teachers did practical maths at least once a week and 27 per cent did modern maths that often. More than a third of all teachers gave a maths test at least once a week. Eighty-two per cent said that above all in maths they placed most emphasis on basic computational skills.

Eighty-three per cent of teachers made provision for silent reading at least once a week, and nearly half introduced it every one or two days.

Nearly half the teachers made provision for individual project or topic work at least once a week, but it increased slightly for older children. Two-fifths of the classes were given a free choice period at least once a week but a quarter had these less than once a term or not at all. Half the staff took pupils on visits at least once a term, the rest less frequently.

Dr Barker Lunn is now engaged in the third stage of her research, investigating the small proportion of schools which were found to practise mixed ability teaching.

Educational Research is published by the NFER, Nelson Publishing Company. Copies are available from the Carfax Publishing Company, P O Box 25, Abingdon, Oxfordshire OX14 3UE.

Main methods of teaching mathematics and English

	Maths		English	
	Large schools	Smaller schools	Large schools	Smaller schools
Main method:				
Class teaching	33%	18%	42%	30%
Ability group teaching	29%	32%	21%	21%
Individual teaching	20%	26%	11%	20%
Variety of methods	18%	23%	26%	29%
	100%	100%	100%	100%
Number of teachers giving information	1,844	490	1,816	488

Pupils in a mixed ability class: one teacher in four lets pupils sit where they please; the rest group them according to attainment.

. . . instances of groups . . . such as a project in environmental studies or in arts and crafts.

Virginia Makins on a report that school libraries are underused and how two counties try to rectify the problem

Staff accused of doing too little to keep the cash flowing in

Teachers and librarians have been accused of doing too little to secure adequate funding for school libraries.

The libraries' cash shortage would not have been so severe had the staff "made the case for school libraries as the foundation of the curriculum", said Mr Max Broome, Hertfordshire's county librarian and chairman of the National Library and Information Services Council working party on school library services.

The working party's report, published this week, argues that school libraries have been seriously under funded, but also underused. One reason given is that arguments have centred on getting more resources – not on deciding what libraries are for. "It has been thought pointless to seek to assign a central curriculum role to an inadequate library resource," it says, and recommends that there should be a statutory requirement for all local authorities to have a school library service – as in Northern Ireland.

It also calls for national guidelines for school library provision. "DES regulations tell you exactly how many urinals a school should have – but say down nothing about the library," said Mr Michael Marland, head of North Westminster Community School in London, and a member of the working party.

The working party says, that all media should be integrated in a school library – audio-visual materials, computer programs and electronic information services as well as books and periodicals.

Ideally, it says, the library should be in the charge of a qualified teacher-librarian in secondary schools. Failing that, local authorities should try to appoint chartered librarians.

Where ordinary working teachers have to run the library, heads should ensure they have enough time and clerical help. The job should not be the responsibility of the English department: the librarian should have a key role in curriculum planning for the whole school.

Every school should have a curriculum policy for study and information skills, with the library at its centre, says the report.

It approves a definitition of a school librarian as "a teacher whose subject is learning itself", and recommends that local authorities should pay attention to the status, career and promotion prospects of teacher-librarians.

"Unless the library is closely related to the main curriculum thrust of the school it will remain peripheral and an underused resource. More importantly, the children may not acquire the self-confident skills required in the new information age.

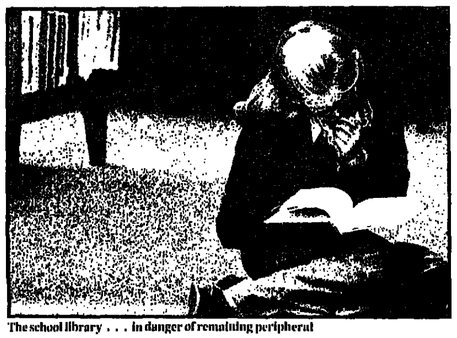
Mr Marland said: "If you look at how many school libraries are actually being used, you see that the books are simply the most expensive wallpaper in the world."

But the emphasis on the library's central curriculum role does not mean that the important job of promoting children's reading for pleasure, and helping them to pursue personal interests should be neglected.

The report makes several recommendations, to the Department of Education and Science, to local authorities and to heads. It calls for Her Majesty's Inspectorate to be strengthened by bringing in specialist librarians, and for the appointment of specialist local advisers.

It asks the DES to publish clear guidelines, and to undertake regular surveys of the state of school libraries.

School Libraries: the foundations of the curriculum. HMSO £4.30. The Library and Information Services Council is a statutory advisory body to the Minister for the Arts.



The school library . . . in danger of remaining peripheral

Essex offers incentive

Essex secondary schools have been offered an attractive incentive to produce a whole-school policy for the use and development of their libraries.

Schools that have set up working parties of senior staff, and produced development plans, have been given up to £5,000 to spend – 80 per cent of it on books and 20 per cent on other materials.

"It's a shot in the arm for the school book stock, given in a way that gets schools to use it to enhance children's learning," says Mr Mike Taylor, the county inspector involved in the scheme.

The scheme, which is due to run for another year, is funded jointly by Essex's library and education services. So far, 64 of the county's 118 secondary schools have benefited.

"There's no doubt the project has provided incentives for very serious consideration of how to develop the curriculum and match aims with appropriate resources," says Mr Taylor.

The project has also helped hard-pressed teachers with responsibility for school libraries: "Scale 2 teachers have been able to state their case to the senior management team – and in some schools, serious attention has been given to alleviating their problems," Mr Taylor explains.

An in-service training programme has also been linked to the scheme, with county courses for senior staff on management and effective learning methods, and local courses at teachers' centres and individual schools.

Barstable School, Basildon, is one school that has benefited from the scheme. "At the start of the scheme, if we'd closed the library it would have had no great impact on our teaching", says Mr Ian Nicholson, the school's deputy head.

The first aim of the Barstable project was to get children reading for pleasure. The new books, helped by a separate grant to remodel the library, have had a "galvanic effect", according to Mr Nicholson.

But the project has also encouraged the staff to think about curriculum development based on the library, and about study skills. "Every department now has a mini-project, with follow-up and evaluation, and a casebook of good practice is building up," says Mr Nicholson.

Suffolk is another county that has recently improved library provision, by stipulating that each school should have a qualified librarian.

"County councillors accepted the argument that if you have limited resources, you need qualified people to manage them and make sure they are used to the full", says Mr Tom Cornthwaite, Suffolk's deputy education officer.

Not all the librarians are full time. Big schools with sixth-forms get a full-timer, average sized 11 to 16 schools have a librarian for 30 hours a week for 40 weeks of the year.

An assistant county librarian has also been assigned to the education department to help set up in-service training for school staff. "We wanted to make sure school libraries had a life of their own, and could operate as an integral part of the school curriculum," says Mr Cornthwaite.

Attitudes 'cause for concern'

Secondary schools in England and Wales employ about 600 chartered librarians, covering around 7 per cent of schools. In Scotland, where a policy recommendation that all secondaries should have qualified librarians has been accepted, 40 per cent of schools now have them.

Two years ago local authority spending on school library services ranged from £1.34.70 per 1,000 pupils to £1,915.50. Spending on staff ranged from £1.34.70 per 1,000 pupils in the lowest spending authority to £2,767.40 in the highest spender.

A DES survey in 1981 found nearly a quarter of secondary schools had no general library. Many libraries were closed for more hours that they were open, or were used for non-library purposes.

Seventeen per cent of the schools had fewer than five books per pupil, and only a quarter had more than 12.

The HMI secondary survey in 1979 said that in more than a quarter of all schools neglect of the library as a curriculum support, and attitudes to the library during the examination years, "gave serious cause for concern".

In first schools, the Inspectorate found in a 1982 survey that the number and quality of books was poor in about a third of the schools, and there was satisfactory book provision in less than half of the schools.

In primary schools, inspectors found in 1983 that the condition of books was deteriorating, and there were no funds to replace them or to extend the range available.

One estimate in 1978–79 suggested that an average of 93p a head was being spent per pupil on library books. In that year the National Book League estimated that £4.99 a pupil was a reasonable figure, £5.78 was good.

Since that year, spending on all school books fell from £10.80 a head in secondary schools to £9.90 a head (in constant prices). Primary spending on books rose slightly, from £6.20 a head to £7 a head between 1978 and 1983.

But the figures mask wide local variations. In the West Midlands spending on books fell 13 per cent in real terms in primaries, and 16 per cent in secondaries.

Hussey leads EEC campaign for equality

Ann Good reports on a major conference held in Brussels to promote the improvement of opportunities for girls

Equality for girls in education should be a central theme in European policy-making because "we are talking about the employment possibilities of 50 per cent of the population", according to Mrs Gemma Hussey, Irish Minister for Education and current president of the EEC's education council of ministers.

Speaking to *The TES* at the end of a major EEC conference on equal opportunities in education, Mrs Hussey emphasized her commitment to "making this a respectable, high priority area in Europe". By taking equality as the major theme of her six-month presidency, Mrs Hussey has already challenged the tendency to regard this as "a fringe issue . . . which is not important in a time of recession".

Ending sex role stereotyping in education is a major problem not only for the women's movement but for the whole of society, Mrs Hussey said. Parents, teachers, economists, sociologists all need to be involved.

"We are trying to change things that have existed for thousands of years and we won't change them overnight", Mrs Hussey said. But "it is very urgent to get girls moving. My main concern is getting girls out of the dying occupations".

The two-day conference in Brussels on November 27 and 28 represented a significant step forward in this long process. For the first time senior national policy-makers in education met representatives of equal opportunities bodies and European administrators and researchers from both fields.

Europe "cannot afford to underuse the skills of half its population, simply because these skills are held by females", Mrs Hussey told the opening session of the conference. "Prejudices and stereotyping are both individually and socially destructive and wasteful at a time when we need all the resources and talents that are available to us."

She called on the participants to come up with practical proposals for Community action which she could take to her fellow ministers in the EEC's education council.

The conference responded by producing a wide-ranging set of suggestions which could form the basis of an EEC action programme on equal opportunities in education.

Schoolgirls in Germany. . .the European Community is under pressure to promote equality in schools.

Attitudes of parents, pupils and, above all, teachers would need to be changed through information campaigns, exchange of ideas and better use of the media. Participants wanted to see the theme of equal opportunities introduced into all teacher training, whether initial or in-service.

This should range from looking at the "hidden curriculum" in the classroom and the verbal and non-verbal messages which teachers give pupils, to remove unconscious bias from supposedly neutral tests and examinations.

The conference came out strongly in favour of coeducation at all levels and for all subjects. While it was agreed that separate classes might be needed in some special cases, such as to give girls self-confidence in technical subjects, these exceptions should be limited and temporary.

With this went a more controversial demand that a common core curriculum be created, including basic technical training at all levels.

Ms Beryl Fawcett, of Britain's School Curriculum Development Committee, disagreed with the emphasis on technology. "The problem is that you decide a core curriculum according to your philosophy, so we first need to define that philosophy", she said. "We are in danger of defining all traditionally male subjects as good and what have been traditionally female subjects as bad . . . We need both modern technology and preparation for life in general."

The key, according to Ms Fawcett, is to find new ways of presenting subjects so as to make them more attractive to pupils of both sexes. For example, "physics offered as a hard science girls often don't like . . . but the implications and uses of nuclear physics attract girls". Similarly, boys could be encouraged to take home economics through getting them "to look at how they contribute to the household economy . . . and create a strong partnership later".

While stereotyped views of the roles of men and women in society must be removed from all teaching materials and from vocational guidance, the conference emphasized that that was not enough. Participants called for positive action among staff in schools to ensure "vertical and horizontal equality".

Women must no longer be disproportionally numerous at the bottom of the school hierarchy or in certain subjects. Men must be encouraged to become nursery and primary school teachers. Some delegates gave a warning, however, that female unemployment in this sector must not be further increased as a result of those policies.

Underlying many of the proposals (equality plans in individual schools, meetings and evaluation procedures at all levels from the local to the European, transforming teaching materials) was an assumption that new financial resources would be available for equal opportunities work. Delegates demanded that special sections be created in both national and the EEC budgets for work in this field.

Ms Fawcett saw one of the benefits of the conference being a "new visibility" for equality in education work, which would hopefully result in better funding despite the climate of government cuts.

In Britain much was already being done, she said. "The next stage is to go beyond ad hoc, piecemeal developments to create a more coherent national policy on equal opportunities".

As part of this, the School Curriculum Development Committee was "exploring the possibility of a major project in cooperation with the Equal Opportunities Commission". The project could involve creating a team to work with local education authorities defining what they need to do to improve equal opportunities in their schools.

At EEC level the next stage will come in June, when education ministers of the Ten will look at the proposals for Community action. It remains to be seen whether the momentum can be maintained or if, as in 1980, proposals in this field will be blocked by Danish reluctance to allow any EEC initiative in education.

TOWNSEND THORESEN

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Ombudsman criticizes l.e.a. over admission appeal case

by Sarah Bayliss

Rochdale education authority and its school admissions appeal committee, have been roundly criticized by the local ombudsman.

In a strongly worded report on a case brought by a parent whose four-year-old son was refused a place at a primary school, the ombudsman, Mr Pat Cook, advises the authority to take "a long hard look" at its administration and, in particular, at the future conduct of appeals.

Mr Cook says he is in no doubt that Rochdale is guilty of maladministration. He concedes that "at a late hour" the child has been admitted to the school this term but adds: "Despite that good news, I have decided that the report should be issued."

The crux of the case rests on the way in which an admission limit was set for the school and the manner in which it was applied by the appeal committee. The parents were refused a place on the grounds that the school was already full of children who took priority because they had older brothers or sisters there.

The boy was offered a place at another school further from his home. However, his parents had no car and there was no bus service.

When the appeal committee heard the parents' case it was refused, along with seven others, on the grounds that "no reasonable or substantial grounds to allow the appeal" were found.

Although the boy's parents provided a written statement of appeal, no such statement was provided by Rochdale. The authority told the ombudsman that it had deliberately "set aside" advice from the Council on Tribunals which has a code of practice for appeals, because parents already had sufficient information explaining why their choice had been turned down.

The appeal committee accepted the admission limit at face value and did not try to establish if placing an extra child at the school would have prejudiced the provision of "efficient education or the efficient use of resources". Under the 1980 Act, reasons of "efficiency" would have been the only legitimate way of refusing the parents' choice of school, says Mr Cook.

In an interview, the committee chairman told Mr Cook that the function of appeals was to ensure that "appellants understand fully the reasons why their children were not admitted to their preferred schools."

Mr Cook, however, says he can neither support nor condone the chairman's view about the purpose of appeals.

● Cumbria County Council has been found guilty of maladministration because it failed to inform a parent about his right to free school transport for his child.

The ombudsman says that although Cumbria had no legal obligation to publicize free school transport it had a "moral obligation" to inform parents. The county provided no written information in 1979 when the child first started school.

The parent, who is now receiving financial help for driving two children to school, has made a backdated claim for the cost of transport amounting to £639. The county has turned down the claim but the ombudsman hopes this decision will now be reconsidered.

● Humberside County Council's failure to make clear that it would not pay a pupil's expenses to attend university interviews if he was attending an independent school has also resulted in a maladministration finding.

A couple complained to the ombudsman after Humberside rejected an application for their son's interview expenses when it was discovered he attended a public school.

Exchange staff send cash SOS from States

by Adriana Caudrey

British teachers working in the United States, some of whom claim to be living "below the official poverty line", may be sent emergency hardship money by their exchange organizers.

At least 20 teachers have sent "SOS" letters to the Central Bureau for Educational Visits and Exchanges which masterminds the one-year trips and to their local MPs.

They are all victims of the poor exchange rate. Currently they are losing more than 15 per cent of their salary and grant when it is converted into dollars.

A copy of one letter from an exchange teacher in Oregon, to the Central Bureau, was also sent to *The TES*. It says: "Many teachers feel they have been abandoned to the whims of the international money markets, and that the administration on both sides of the Atlantic merely pays lip service to our problems."

The bureau first acknowledged the teachers' plight by agreeing to bring forward the second instalment of their £1,115 DES grant. Now staff are writing to all the teachers asking for details of their finances, with the intention of providing some extra cash for the most impoverished.

The DES has declined to provide additional assistance. Mr Peter Brooke, junior minister responsible for teachers' exchange schemes, wrote to Mr Alan Haselhurst, Conservative MP for Saffron Walden expressing "regret" that the Government was unable to help.

The Government already sponsored each teacher to the tune of £4,000 for the year – £2,000 of which is in tax exemptions allowed while in the US. Mr Brooke concluded: "I'm sure you'll agree this is not ungenerous."

All 158 teachers on the one-year scheme recently met in Seattle for the first time since they arrived in the US in the summer. According to one of them: "The enthusiasm and optimism of three months ago had largely disappeared, to be replaced by feelings of bitterness, disillusionment and a deep-seated concern".

In his letter the teacher gave examples of the plight of teachers who were living below America's official poverty line. To supplement their income:

● Many teachers' wives were seeking work permits;

● Other wives were taking in lodgers;

● Some teachers were handed the proceeds of collections by their American colleagues; and

● Others were given food parcels, toys, and second hand clothes.

A bureau spokesman said: "We are very sympathetic to the teachers' and would like to be able to help them but unfortunately we can't help them in any significant way, they would like

Gemma Hussey . . . "get girls moving"

More schools offering college-level courses

UNITED STATES

An increasing number of high school students are earning college credit by enrolling in college-level courses and passing advanced placement exams before entry, according to a national study.

A total of 177,400 students took part in financial help for driving two children to school, has made a backdated claim for the cost of transport amounting to £639. The county has turned down the claim but the ombudsman hopes this decision will now be reconsidered.

● Humberside County Council's failure to make clear that it would not pay a pupil's expenses to attend university interviews if he was attending an independent school has also resulted in a maladministration finding.

A couple complained to the ombudsman after Humberside rejected an application for their son's interview expenses when it was discovered he attended a public school.

[illegible] year, an increase of 19,000 in a year, the largest in the programme's 28-year history, according to the "Advanced Placement Programme National Summary Report", released by the College Board, the non-profit organization which sponsors the programme.

Nearly 6,300 of the nation's 23,000 high schools offered college-level courses to high school juniors and seniors last year and 70 per cent of the [illegible] were acceptable for [illegible] credit, according to the report. [illegible] increase in participation in the [illegible] is attributed to greater [illegible] in educational excellence among students among high school students and the steps many state legislatures are taking to upgrade course offerings in public schools according to Mr Harlan Hanson, president of the College Board.

The greatest increases in AP examinations on a per capita basis occurred in Utah and Florida, where legislators instituted policies to reward schools for increasing the number of students who participate, according to Mr Hanson, and in South Carolina recent legislation requires an AP programme in every secondary school and provides funds for their initiation.

"The net result of increased school, college and legislative interest is that more high school juniors, as well as minorities and females, are taking college-level AP courses and examinations in more schools throughout the nation than ever before", Mr Hanson said.

The Advanced Placement Programme provides detailed course descriptions and standardized examinations for 24 introductory college courses.

Deborah Kasoff

Blueprint for famine relief

India's success in moving from famine, common 20 years ago, to a present food surplus is a model now being applied to Africa according to a Government minister.

Mr Timothy Raison, Minister for Overseas Development, speaking at University College, Cardiff, said that India had shown what could be done by close cooperation in terms of aid.

He added: "Emergency food shipments are only short-term solutions – the Overseas Development Administration believes that full cooperation between donor and recipient countries is essential if the fundamental long-term problems facing Africa are to be overcome."

Rapid population growth in Africa – currently 530 million and expected to rise to 855 million by year 2000 – placed great strains on education.

The British pattern, generally accepted in Africa, had encouraged the expansion of literacy. For example, in Zimbabwe the pupil population had swelled from under 900,000 to 2 million in two years.

Throughout Africa a well-educated minority had emerged to run the economy and staff the public services. But this type of provision had not benefited the masses in rural areas who required specific training to cope with the rigours of self employment in a poor environment.

As a result, African governments faced a dilemma – should emphasis continue to be placed on specialized training for the few, or should it be redirected towards primary provision for the many? If priority is switched to primary education, a curriculum relevant to the needs of rural areas will have to be developed.

Increasingly the skills of the many British teachers in Africa were being channelled towards teacher training in key institutions. Particular emphasis was being given to English, maths and science.

Mr Raison stressed that agricultural reform was also essential. Lack of arable land forced farmers to move into semi-arid areas, and, in so doing, they destroyed trees. Deforestation in Ethiopia had contributed to the present crisis.

The search had begun for new crops which required minimum water to grow.

At the same time the Overseas Development Administration insisted that African governments had to increase the efficiency of their crop marketing. Too often, as in Ethiopia marketing was left to state-run monopolies.

But there were optimistic signs. Ghana, for example, had transformed its agriculture – switching in a year from being a recipient of food aid to having a surplus harvest. Malawi's agriculture had developed so much in the past two years that it has become a grain exporter and Zambia, Uganda and Zimbabwe were currently improving their harvest.

Iola Smith

(Left) Famine in India: Can the experience gained since this picture in the 1960s – which has seen India move to a food surplus – be applied successfully to the appalling plight of much of Africa?

LETTERS

Deals condemned

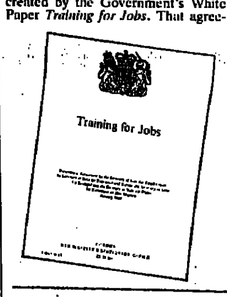
Sir – At our November 21 meeting the recently-established Education and Training Group set up by the Association of Metropolitan Authorities Education Committee was greatly concerned at reports that in some areas of the country, Manpower Services Commission officials are approaching chief education officers with specific deals to fund particular courses and skill-areas within their l.e.a. further education college programmes.

The reports come only three weeks after local authority association leaders worked out with the chairman of the MSC a way out of the impasse created by the Government's White Paper *Training for Jobs*. That agreement has since received the approval of both local authority associations on the understanding that l.e.a. NAFE programmes for 1985–86 would be funded en bloc by MSC.

It now seems that the clear and simple terms of that agreement, only achieved after the most difficult negotiations, is now being undermined by certain MSC officials – presumably without the knowledge and approval of the MSC chairman.

We speak for all members of our group, which represents the majority and minority parties on AMA as well as other groups concerned with non-advanced FE, in publicizing our great concern at reports of any specific deals being proposed by any MSC officials. Such actions can only undermine the joint commitment of the local authority associations and the MSC with regard to the block-funding of courses for 1985–86. Furthermore, they are bound to jeopardize future relations between the l.e.a.s and the MSC in an already delicate situation.

GEOFF DRIVER (chairman)
and KATE WOOD
(vice-chairman)
Education and Training
Group
Association of Metropolitan
Authorities



Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Wrong beliefs

Sir – I find it very surprising that both the Association of Christian Teachers and John Hull ("Elements of Faith", *TES*, November 23) suffer from the confusion of which they accuse the National Union of Teachers in analysing our document *Religious Education in a Multifaith Society*.

It is they who are deliberately stirring up confusion by selective quotation from a carefully reasoned argument. The NUT did *not* say "the responsibility for religious instruction in particular faiths lies with the churches and parents, and this should take place outside the school".

The ACT press release also quotes this statement without the preceding sentences, which read in full: "There are many teachers who find the 1944 Act's provision for each school day to begin with an act of worship (presumably Christian) and compulsory religious education inimical to the spirit of multicultural education. They see these requirements as fostering a tendency towards either neglect and disaffection because of lack of commitment, or towards the possibility of indoctrination. They argue that the responsibility for religious instruction in particular faiths lies with the churches and the parents . . ."

Now, that is only *one* point of view; it is only a part of the whole discussion document whose aim is to raise these important questions in the context of our multicultural society.

Religious education is undoubtedly an important part of the syllabus; there has been excellent and innovative work in many l.e.a.s using an agreed syllabus which includes world religions, by many dedicated RE teachers. And religious education has been one of the areas in which sensitivity to the needs of education for a multicultural society has shown the way to other subjects. But what about those schools where this is not the case?

The NUT has invited the views of members on its discussion paper, and welcomes all contributions to the debate from interested parties. But those who seek to distort what we have said in order to protect vested interests are not contributing to open and honest debate on this fundamentally important issue.

ALAN EVANS
Senior official
Education department
NUT
Hamilton House
Mabledon Place
London WC1

Glover's view is only half the story

Sir – I have read with interest the series of articles in which your correspondent, Mr Glover, sought out the "hopeful and hopeless" in an attempt to "describe what it's like to be the latest Tyneside generation waiting for the boat to come in". In the last of the four articles Mr Glover visited South Tyneside and in my opinion failed to achieve his objective by not making contact with the hopeful.

Notwithstanding this imbalance Mr Glover seemed satisfied to base his opinions on the views of an extremely small number of young people and this was unfortunate, even insulting, given the efforts by the people of South Tyneside to cope with unemployment. I would not wish to dispute the validity of the views expressed to Mr Glover but merely claim that they are not wholly representative.

In previous articles Mr Glover had spoken to YTS trainees, yet in South Tyneside he seemed unable to contact any of the 1,000 or so YTS trainees. Since the beginning of the Youth Opportunities Programme in 1978 and with the Youth Training Scheme the local authority's careers service has largely succeeded in ensuring that every young person unemployed after leaving school has been offered a suitable training place.

Hope is expressed in other ways and it is disconcerting that Mr Glover was not able to make contact with the full-time further education students in South Tyneside or indeed with any of the sixth-form students. It would be wrong, of course, to assume that the hopes of all those young people, as well as those of the registered unemployed at that time, would be realized in respect of their obtaining full-time employment. What is relevant, however, is that despite this fact many young people retain their hopes and aspirations.

The South Tyneside Authority has made massive efforts to enable more young people to continue their education both at 16-plus and following YTS. Funds from both the Inner Areas Programme and the European Social Fund have been used for this purpose. This is not a community that has given up hope for the future. It is a community with an enormous pride and a determination to succeed.

Further education and training is not, of course, the full story and the authority makes strenuous efforts, not least through its Youth and Community Service to combat the harmful effects of unemployment, particularly long term, on young people. Within the authority there are 41 maintained or grant aided youth and community organizations catering for 13,000 people under the age of 18. A vast arrayof activities are sponsored.

With all of these activities it is unfortunate that Mr Glover chose to visit Jarrow Community Centre unannounced on a day when it was closed for redecoration. Normally this centre is open six days a week from 10am to 10pm. Mr Glover also omitted to say that this is a superb new building.

The community is the dominant characteristic of this area and the community school is the strength of the education service. Mr Glover passed close to one of the finest community schools he will ever find which recently obtained a first class HMI report. Yet another comprehensive school in Jarrow is undergoing a £2 million extension.

In all, my feelings regarding Mr Glover's article were of disappointment and anger. Disappointment that Mr Glover did not take this opportunity to present an objective view of the young people of Tyneside, particularly since the subjective view he did present had more value in perpetuating rather than eradicating some of the many misconceptions regarding Tyneside. Mr Glover as a former teacher must know the potency of negative reintorcement. If young people are told often enough that they have no hope then hopelessness is a likely result and it is possibly in this respect that Mr Glover's article has failed the young people of Tyneside most.

My anger is a result of reading yet another distorted and unfair account of the North East. We have been reading this type of journalism since 1945 and we are getting tired of it. The region has major economic and employment problems, but much has been achieved in improving the urban environment, housing and transport. The spending per school pupil is amongst the highest in the land. If the *Times Educational Supplement* really does want its readers to know about Tyneside we are ready to oblige.

K STRINGER
Director of Education
South Tyneside Council
Jarrow

In error . . .

Sir – David Lister, in commenting on a book of schoolboy howlers from Marling School in Stroud (*TES*, November 23) seems to imply that such a publication, and of such quality, can only have emanated from a private school. I cannot speak for the aspirations of the pupils and staff, let alone the governors of that worthy establishment, but no one should be under any illusion but that it is a school maintained by Gloucestershire education authority.

Far from being abashed at the knowledge that such howlers can be perpetuated by one of our schools I applaud the frankness with which the blunders are revealed. Pupils at this school have clearly learned two vital lessons for life – firstly the importance of learning from experience; secondly the art of laughing at oneself.

KEITH ANDERSON
Chief education officer
Gloucestershire County Council
Shire Hall
Gloucester

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LETTERS

A salaries tonic that could cure teaching's malady

Sir – I was hugely disappointed to learn that the National Union of Teachers was taking a negative line on the management panel's salary proposals. Disputes about dinner-break supervision should not be allowed to spoil this very real opportunity to reinvigorate the teaching profession.

If for one am fed up with being part of the "public service", unionized model. I want teaching to be a profession in the sense that we, the members, will have a greater say over entry, training, standards and removals. I should also like it to be a profession in the sense that the opportunities for development and advancement are very considerably increased, especially for those who at the age of 40 or thereabouts have got as far as they can as classroom teachers.

I welcome the employers' proposals. They reveal a vision of what teaching might become. There are minor points where things could be improved but every thoughtful teacher surely recognizes that the spirit of the proposals is right and in that spirit should be accepted. Indeed the question uppermost in my mind is why the proposals had to come from our employers rather than our unions.

Would it be too cynical to answer that to the degree that teaching becomes a true profession the power of the unions and of union politicians will be diminished?

Teaching is at present victim of what sometimes appears to be a terminal malady: its youngest and least experienced members are overpressed and neglected and in order to cope they scale down their conception of the teacher's role and its potential for personal fulfilment. The effect of this on the pupils is dispiriting. At the same time, senior teachers with long experience and precious expertise are similarly scaling down their role in response to what they see as the low esteem in which their employers hold them. All these fertile fields and all this seed and so little germination!

The management panel's proposals are in large measure addressed to this central issue. They offer entrants to the profession a longer, more systematic and more carefully supervised induction. The prompt sheet of professional tasks and duties which the entry grade teacher and his or her assessor will jointly use, as a basis for the analysis of the teacher's development

Disputes over lunch supervision should not be allowed to impede pay reform.

Chocolate coins

Sir – The New Remuneration Structure for Teachers advertised in *The TES* (November 23) is like a dead hand resting on the education service. If it was accepted it would not improve the quality of education offered in our schools, one jot. Rather it would depress an already depressed teaching force even more. It would set teacher against teacher, in addition to driving a huge wedge between heads and their teaching staff.

The proposals smack of the least acceptable face of local government. What is a "satisfactory standard of performance"? Is it the drab and dreary world of so many pre-1944 schools so fondly recalled by so many education committees? How will these standards be monitored? Heads' judgments will be questioned by an increasingly bitter teaching force, and appeals will be judged by advisers and inspectors who in their spare time will be talent spotting for Teacher Fellows.

If the authorities paused to reflect, they would see that this plethora of watching, appraising and judging is ludicrous. Of course we need to improve the quality of work in our schools – and this will involve some kind of appraisal – but it can't be done by holding out bags of chocolate pound coins to the compliant.

The philosophy of the authors of this document seems to be "set the teachers against each other, and show them to be intransigent before smashing them with legislation from Sir Keith." What is needed is a pay structure which recognizes that the main aim is to improve the quality of education in our schools and not to bureaucratize education even more.

JAMES HEALD
75 Benedict Street
Glastonbury
Somerset

Pre-1944 schooling: fondly recalled but really rather dreary.

Counter proposal

Sir – While we all welcome the proposal to give primary and secondary school teachers a better maximum salary, there will be great concern about the effects of the local authorities' proposals on the career prospects of senior staff. At present an 11–16 school with 600 pupils would have about 35 staff, two paid as deputy heads and about five on Scale 4, with major academic or pastoral responsibilities. The new proposals allow for one assistant head and four principal teachers, a loss of two senior posts. A school of 900 could have three deputies, three senior teachers and five or six Scale 4 postholders reduced to two assistant heads and seven principal teachers, effectively demoting two or three staff to the main professional grade.

Not only do these proposals remove a head's flexibility to tailor the number of senior posts to the needs of a school, they downgrade the valuable contribution of many teachers currently on Scale 3. I should therefore like to propose a (new) senior teacher grade between the main professional grade and the principal teacher grade to allow for recognition of differing responsibility levels.

The idea of relating the number of promoted posts to the total number of teachers in a school removes all need for the calculation of unit totals. Therefore I suggest the following simple structure which would give all teachers approximately equal chances of reaching the higher grades and which allows for half the teaching force to be paid above the basic scale.

Instead of the fellowship scheme, I would like to see all teachers given the opportunity of a year's secondment after at least five years' service with an extra half-increment on the main professional grade for those who complete successfully an advanced diploma or degree as a result of their studies.

Negotiations along the lines I suggest would serve to test whether the local authorities really want to establish a professional salary structure for teachers or merely solve their temporary problems over protected salaries in secondary schools with falling rolls.

Dr DAVID R DIBBS
Headmaster
Selhurst High School
The Crescent
Croydon

More responses to the employers' pay structure proposals – Talkback, page 16.

Cinderella heads

Sir – Peter Snape and secondary headteachers may deplore the employers' salary proposals but they betray a cynical selfishness in condemning elements urgently needed. Most primary headteacher salaries have too long reflected the debilitating Cinderella status of primary education generally. Higher allowances, smaller classes, less class-contact time, marking and preparation periods, more promotion chances – these are secondary advantages claimed under two increasingly discredited premises, namely, that older children are more important and larger schools better.

Larger size does merit a differential, but not so absolutely. To spend £1,000 can be as onerous as spending £1 million. The same circulars arrive from the office. Human virtues and frailties prove as significant. Primary differentials themselves beg several questions. Small school headships at their maxima are worth little more, if any, than Scale 3 posts, but carry far greater responsibilities, requiring the full range of personal, professional and managerial skills, and, paradoxically, with the same full-time teaching commitment. By a further irony, the larger a school becomes the greater the support provided upon which to devolve clerical, managerial and professional duties.

Reality argues that full-time teaching heads may be better-qualified for leadership and better able to relate to classroom conditions. Such virtue is scorned in the name of size. Yet both nationally and elsewhere in the western world there is growing disenchantment with large schools.

The "Education for Capability" movement, Lord Butler's "Manifesto for Change", even Sir Keith's words to foreign educational attachés, bespeak a growing disenchantment with secondary education. The bright do well – measured conventionally – and the national educational threshold has been raised, but these mask heavy failure to deliver an education perceived by the majority as relevant.

If employers have recognized one blemish in the structure, let them note others. The incremental concept recognizes professional development "on the job" for up to a decade for teachers, but after four years, implicitly, heads have nothing more to learn! Further qualification counts for nothing. Long service counts for nothing. So often our profession argues, defensively, that results take time to deliver. The career structure inhibits this. Instant, superficial evidence impresses and is sought. Evaluation inherits this snapshot bias. Continuity of leadership is not without peril, due much to the lack of incentive to improve, but it has enormous potential virtue.

MERVYN BENFORD
Hill Cottage
Lewknor, Oxford

Feeding failure

Sir – The BBC is occasionally a light in the educational fog that covers our land. One heard our Secretary of State on the Radio 4 *Today* programme this morning say that he was saving on HE student maintenance in order to help pay for science research.

A short time ago a BBC Television *Horizon* programme, playing on the findings of the Irvine-Martin-Turner study *Foresight in Science: picking the winners*, told us that British science research was badly organized by peer professors in university science, each jealously guarding his own academic territory, badly ordered in priority for relevance to the country's economic need, and about half of it captured by the defence and other specialized institutions which fail to share any of it with wealth-creating industry outside their charmed circle.

Is then Sir Keith putting at risk our already deplorably low take-up of higher education in the UK compared with our industrial competitors (see the recent NEDO-MSC paper "Competence and Competition") to feed a research system which also fails to match the performance of other advanced industrial societies? What is the 'negative of Ossa upon Pelion – Abyss under Hades?

MICHAEL HARRISON
Immediate past chairman
Society of Education Officers Industry
Committee
Education department
Lascelles Street
Sheffield

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JOHN DAY

In his article "Tarnished Image?" (*TES* November 16) Richard Stewart refers to cases of re-marking and subsequent up-grading of O level English language candidates in some Suffolk schools, and asks the Associated Examining Board to make a public statement describing its checking and moderation procedures.

These procedures are well documented in the booklet, *How AEB Examinations are Set and Marked*, which was sent to every AEB centre free of charge in April 1981 and is still available from the AEB's Publications Department at £1 per further copy. However, I am glad to summarize the arrangements again here.

Examiners are standardized in teams of approximately 12, each team under the direction of an experienced senior assistant examiner. Two standardization meetings are held; one for senior assistant examiners and one for assistant examiners. Marking schemes are discussed and amended in the light of candidates' work and photocopied scripts, which have been sent to examiners prior to the meeting, are re-marked and discussed in great detail to ensure that the marketing scheme is fully understood and that all examiners are clear about the standards to be applied.

During the three-week marking period all assistant examiners send two sets of sample marked scripts to their seniour assistant examiner for review. Senior assistant examiners in turn send similar samples to the chief examiners for review. Detailed records are kept for reference at the office review meeting, where chief and senior assistant examiners review further samples of every examiner's work at the board's offices. If the marking is found to be unsatisfactory, all the examiner's scripts are re-marked.

The complete allocations of scripts of nine examiners (out of a total of 286 examiners for the main O level English language language syllabus) were remarked during the check stages last summer.

In a limited number of cases an examiner's marking may be scaled but a representative selection of his scripts must be re-marked first to ensure that any proposed scaling will indeed rectify any severity or leniency.

The work of the examiner who was involved with the Suffolk scripts had been subjected to all the usual checks; there was no negligence and no step in the procedures had been omitted. This was a new examiner and as such his marking had received particularly close scrutiny, but it is not possible for every script which he marked to be reviewed before the results are issued and regrettably the intermittent severity on this occasion was not detected despite the widespread checks.

The measurement of academic attainment is not an exact and precise process like the measurement of the dimensions of a block of wood. Assessing the quality of a candidate's English essay and giving a mark to it is a matter of professional judgment. The marking schemes and criteria provided by the board and the various moderation procedures are designed to assist that judgment and are remarkably successful in coordinating the work of large numbers of examiners, but however tightly the guidelines and requirements are tied down there will always remain some element of subjective judgment by the individual examiner.

In the AEB we strive constantly to find ways of enhancing that judgment and monitoring that subjectivity, but we still do not believe that it is fair or possible to issue an absolute assurance, as Richard Stewart demands, that errors will "never occur again". It is for precisely that reason that we and other boards maintain arrangements whereby schools can query the results which they have received and ask for the scripts to be investigated again.

Thus, Mr Sheppard, the headmaster of Chantry High School, wrote to the board on September 10 expressing his concern, and the matter was immediately investigated. It was felt that the examiner's tendency to underreward certain aspects of composition in this centre's scripts justified a complete re-mark which was carried out by the chief examiners as a matter of urgency. Mr Sheppard was informed of the revised grades on September 28. It is important to emphasize that this work was undertaken entirely at the board's own expense and that there had never been any suggestion that Chantry High School would be charged for this service. Richard Stewart's claim that the school had been "put to considerable financial risk – a matter of several hundred pounds being involved" is, therefore, not correct.

The board was sufficiently concerned about the number of upgradings (38) to authorize the examiner's re-mining 248 scripts to be re-marked again at the board's expense in spite of the fact that no complaint had been received from the other centres concerned. This additional work resulted in the issue of 13 further upgradings.

The AEB, therefore, does everything possible in the time available to ensure that correct grades are issued equally, in the rare case of an error occurring without detection, the board has no hesitation in taking all necessary steps to rectify the situation in the best interests of all the candidates.

John Day is secretary-general of the Associated Examining Board.

The TES is compiling a major article on examining procedures and would be glad to hear from any teachers, examiners or others with experiences that they feel would bear further investigation. Please write to the Features Editor, The TES, Priory House, St John's Lane, London EC1M 4BX.

Sagging yo-ho-ho

ANNE KRISMAN

It must be the festive season. Frankie Goes To Hollywood's new video shows the Nativity and not a San Francisco gay bar. Humming *The Power of Love* to myself, I walk into 3.4.'s form room, determined to broach the subject of end of term celebrations. As I walk in, they immediately respond. The noise level rises. I look around. The boys are talking about computers, the girls are watching Sarah give a demonstration of how she puts in her new brace. This no doubt indicates how tutorial time can be used to raise awareness of today's technological society and to promote oral work.

"Sit down! Class discussion!" I yell, breaking up several class discussions. I jump in straight away. "What about a class party?"

"Last year's one wasn't so good", says Simon in not so many words. I have vague memories of last year's fancy dress party, when, despite my lessons on stereotyping, the boys came as footballers and scarecrows and ate crisps all evening, while the girls dressed as French tarts and nurses and spent an hour in the toilets putting on make-up.

"The boys in this class are boring. We want a party with another class", says Zoe. The class then tells me who it can't stand, which turns out to be every class in the third year. My yo-ho-ho spirit is sagging.

"Do you want to decorate the room?" I ask, having visions of other teachers' delightful fairy grottoes. They aren't too impressed with that either. Last year Akhtar covered the fluorescent lights in my room with crepe paper. The room was bathed in pools of multi-coloured light. I was left to teach with a green glow on my blackboard, making me feel like the Wicked Witch of the North. A fourth-year boy, who had the misfortune to sit in the red area, told me it reminded him of his holiday, in Amsterdam.

I try a new tack. What about a pantomime? Too babyish. A trip on Sunday? "Sunday," Kelly tells me, "is for *families*."

The bell rings. I threaten to carry on the discussion tomorrow. On their way out, I hear them talking. Lee is suggesting to his mates that they go swimming on the afternoon we break up. Theresa says: "The worst thing about Christmas is those chocolate snowmen Miss gives us as a treat. Still, it keeps her happy. . ."

Anne Krisman is a film studies teacher in an East London comprehensive.

Surely some joke?

MARK KIRBY

There are a few welcome proposals in the "New Remuneration Structure for Teachers" as set out in the advertisement in *The TES* of November 23.

First is the school based performance appraisal programme, which many schools have been operating for some time. The second, the arrangement for extra remuneration when a teacher designated by the head acts in his place during his absence, is not before time.

Otherwise, my reactions to this proposal vary from "how unrealistic", to "this is not far from a joke". Don't the people who talk about education and schools ever think about the thousands of primary schools in this country? Nearly every paragraph relates to secondary schools.

Schools with "Up to head with eight plus teachers" not being qualified for either a principal teacher or assistant head, means that most primary schools that I know fall into this group. This move typifies the attitude of the authorities towards the smaller schools in the system, and it is cost cutting of the worst sort. It comes disguised as a hand-out by Big Brother.

The objectives as set out in the advertisement are commendable, but many questions have to be answered.

"To provide for new entrants' induction, counselling and experience over several years . . ." few would argue that this would be very valuable, but who is going to do this work? It is suggested that senior members of the staff do this, but when will they be given the time? If new entrants work a lightened teaching load, how is this going to work in a primary school where generally each class has its own teacher.

Surely it is better for the children to have one teacher particularly for lower infants. This is yet another example of how the compilers of this document have not thought it right through. I hope the "level of reward" which it is suggested that the "main professional grade" will receive is not a means of persuading teachers to do all this in their own time – as well as the compulsory dinner duties and playground duties that we also have. There are only 24 hours in a day, and an overworked teacher, even one on a main professional grade, is a bad teacher.

The annual limits placed on the contractual requirements of teachers would have a depressing effect on their teaching. There are many teachers who spend hours of their own time quite voluntarily working and preparing, going out with groups, seeing parents, and many other activities. If this contract clause is accepted all this goodwill will fly out of the window. We are all aware that there are a tiny minority of colleagues whose commitment is less than could be hoped for, but "contracting staff in" will not help the situation.

"Divide and rule" seems to be the main theme of this document. By our own devices we are already divided by our union representation – a very sad state of affairs. How much more divided is teaching to become when some earn more than others because they are "better" teachers?

According to these proposals teachers can be given their cards after seven years, four years training and three years experience. What is happening during the teacher's training period if the wheat cannot be sorted from the chaff at that stage? And if the sorting is not done at this stage, it will fall to the lot of one person to decide who is "better" and who is "not so good"; the headteacher.

I hope that I am not a headteacher when these proposals come into force. In recent documents, the HMI have stressed what an important figure the head is in any school. The guidance, leadership, example and management qualities a head displays are vital to the running of a good school. How can good leadership be coupled with having the job of deciding who will get paid more or less?

This job is all about people, real people, with feeling and commitment. What an inhuman suggestion that the one who should be securing the school as a unit in which children can live, work and learn, has then got the power, with one stroke of a pen to break down any trust or loyalty within the staff. It also has to be said that this practice is clearly open to gross misuse.

"Termination of employment as an entry grade teacher, shall not debar a teacher from gaining further employment as a teacher . . .". What a joke! After three or four years training and three years teaching service, to put in a sentence like that is an insult. Who would employ a teacher who had got that far and "failed" – and even more important, why should a teacher be allowed to get that far in the first place?

Mark Kirby is headteacher at Holy Trinity C of E primary school, Waltham Cross, Herts.

The elusive arts

MELVYN ELPHEE

"Inward-looking with a touch of preciousness" was Dr David Hargreaves' verdict on arts teachers, delivered at the first national conference of the National Association for Education in the Arts (*TES*, November 23). My hackles rose.

Where else should the arts look? The great peaks of human artistic achievement all derive from the tireless creative introspection: Michelangelo's *David*, Beethowen's *Missa Solemnis*, Shakespeare's *Hamlet*, to cite but three obvious examples, achieve their glory not by their response to the superficial circumstances of their creation but by their sublime attempts to fathom the depths of their own beings.

No wonder mere arts teachers are "unable to communicate with each other across the different fields over the central concerns and key issues of their work": it is in the very nature of art that it *strives* to communicate the incommunicable. From this the arts take their power, their excitement and their challenge, obstinately and rightly refusing to be reduced to any "agenda", triumphantly transcending "concerns" and "issues" alike.

What is the issue of a Bartok quartet? Are not the concerns of a Jane Austen novel trivial by the side of the work itself?

It is, indeed, vital for teachers to talk to parents and employers about the contribution the arts can make to education, but the "plain language" Dr Hargreaves advocates is nothing more than a dangerous newspeak. The arts cannot without loss be crushed to conformity with a utilitarian society or debased to perform an instrumental function for which they were never intended. Stalinist Russia's infamous treatment of Shostakovich has already shown the error of such ways.

No, the arts are complex, elusive, subtle – and ever may they remain so. Dr Hargreaves maintains that if you cannot say it simply you haven't decided what you want to say": not for him, then, the dizzy heights of Parnassus where poets sing because they must – but we teachers of the arts will certainly not flatten our peaks to serve the narrow vision of an increasingly Philistine society. The arts are, indeed, too "precious".

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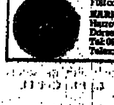

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صكذا في الأصل

A digest of facts and figures

The Youth Training Scheme is a year-long course of training and work experience, for young school-leavers.

Who is it for?

It caters mainly for 16-year-old leavers, some 17-year-olds, and disabled leavers up to the age of 21.

Who runs it?

Overall control is in the hands of the Government-appointed Manpower Services Commission. Civil servants working for the Commission sign up a number of different organizations as managing agents to run individual projects. Agents can include large companies, small companies or consortia of small companies, voluntary organizations, chambers of commerce, education authorities, or specialist firms set up to run YTS.

What is involved?

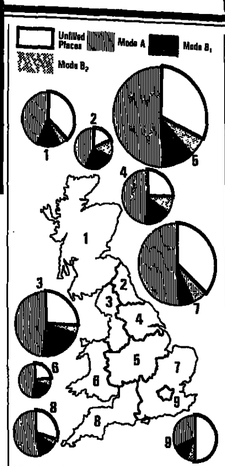
The agents should provide courses which include work experience with a training element and at least 13 weeks' "off-the-job" training, away from the workplace, in a college or training centre.

Who pays?

The cost is shared between the Government – through the MSC – and the agent.

How much?

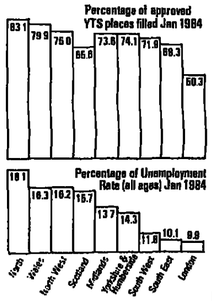
Funding depends on where the project is based. If it is run by a voluntary organization in the community, housed in specialized training workshop or engaged on semi-charitable work, or if it is run by an education authority or a college of further education, the project will be termed Mode B and attract between £3,675 and £4,410 per teenager for the year. If it is based with an employer it is termed Mode A and attracts £2,050 per trainee.

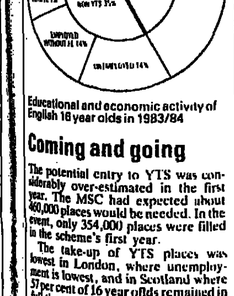


Regional distribution of YTS places

The youngsters questioned were mostly those who had left the scheme before the end, because the survey was done between April and July. Since many only leave YTS when they find a job, MSC admits the figures may not be representative.

Only 36 per cent of respondents had completed their YTS training. Also the areas were covered by the survey might not be representative.





Educational and economic activity of English 16 year olds in 1983/84

Coming and going

The potential entry to YTS was considerably over-estimated in the first year. The MSC had expected about 400,000 places would be needed. In the event, only 354,000 places were filled in the scheme's first year.

The take-up of YTS places was lowest in London, where unemployment is lowest, and in Scotland where 57 per cent of 16 year olds remained in full time education, compared with 43 per cent in England.

It was harder to provide places in the north and Wales, where unemployment was highest and the MSC had to resort to more Mode B places than they would have liked.

Not all these filled places represents a single individual. Young people who leave and rejoin the scheme are counted twice. To take account of this, 30,000 have to be deducted from the total of 354,000.

After sending out questionnaires to a random sample of 3,500 of this year's YTS leavers, the MSC got about three-quarters back. Of these, 56 per cent had found full-time work, either with their YTS employer or another employer, while 34 per cent remained unemployed, with no other occupation.

Four per cent had gone onto another YTS scheme, two per cent on to another full-time training course, two per cent went to part-time work and five per cent were "doing something else".

What they learn

The scheme should provide what the MSC calls a "broad base" on which teenagers can build further skills training. Young people coming off YTS are not expected to be fully equipped as, say, qualified engineering technicians or bricklayers.

Trainees should get a taste of several different areas of work within the same broad occupation, decide which career they want to follow and come off the scheme having done the groundwork for further training in their chosen field.

The aim of this system is to give teenagers more choice and aid their personal development, give the employers some idea of who is best suited to which tasks and produce at the end of the day a more adaptable workforce, which finds it easier to swop jobs, or extend their skills later in life.

All managing agents are required to make sure their courses include six broad areas of learning:
- Basic skills including computer literacy,
- The world of work,
- The world outside employment,
- Job specific skills,
- Personal effectiveness, eg: planning and problem solving,
- The ability to transfer skills and learn how to learn.

The core skills to be learnt in these areas are:
- Number and its application,
- Communication,
- Problem solving and planning,
- Practical skills,
- Computer literacy and/or information technology.

YTS should provide "the widest opportunities for progression and employment and to expand skilled training opportunities," says the MSC.

Glossary of terms

Mode A – employer-based projects.
Mode B1 – projects based on training workshops, community projects or Information Technology Centres (Itecs) and run by voluntary organizations and local authorities.
Mode B2 – projects run by colleges of FE and employers, linking their provision.
on-the-job – experience of work and training provided at a place of work.
off-the-job – training provided somewhere away from workplace–normally college, but could be a training centre in a big organization.
placement – on-the-job training and work experience; each trainee could have several placements during a year-long course.
sponsor – the organization, normally an employer, who provides one or more placements.
managing agent – organization which runs an entire project, monitoring the sponsors and training.
Area Manpower Boards (AMBs) – representatives from trade unions, employers, the education service, disabled organizations, careers office, voluntary organizations and local government, appointed by MSC and co-opted. They approve local projects for funding.
Occupational Training Families – groups of occupations divided up for the purposes of training (technical and scientific, manufacturing and assembly, community and health services, administrative, clerical and office services, for example).
Core skills – essential skills which must be included in any YTS curriculum.
Learning Opportunities – the six broad areas of learning which must be provided on any YTS course (see: What they learn).

The cost

The MSC underspent by more than £120m on youth programmes in the financial year from April 1983 to March 1984. Fewer school-leavers joined the YTS than expected and many stay less than a year.

Planned spending had been £907m. Actual spending, including administration, was £777.1m. Of this, £70m came from the European Social Fund, purely for YTS, as part of a £204m package for youth programmes as a whole.

There were still 81,300 Youth Opportunities Programme teenagers in 1983/4, since the programme overlapped with YTS. They accounted for £317m of the total.

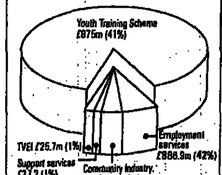
In 1984/85 the cost of the YTS is again expected to be less than the £875m budget.

Pay for teenagers on YTS has gone up this year from £25 to £26.25. This is nothing like the increase which trade unions wanted – at least £5 a week. But it is about £7 more than 16 or 17-year-old school-leavers get if they remain out of work and do not enter YTS.

The current social security benefit for a jobless school-leaver is £16.50, if they are living at home with their parents, plus £3.20 to be paid to the parents in rent if the parents are already entitled to housing benefit. The same teenager on YTS would have to find the £3.20 out of the £26.25 allowance. Those who live away from home can get varying amounts of housing benefit or lodging allowance.

But if a teenager refuses a place on YTS, 40 per cent of the social security is deducted for six weeks. In other words, they are treated in the same way as adults who have turned down the offer of reasonable employment.

Between September 1983 and March 1984, 7,575 people had benefits reduced for dropping out of or refusing a YTS place. A 16-year-old going into an engineering craft training – equivalent to the old apprenticeship – can earn £43.36.



Planned MSC spending 1984/85

Percentage of schemes and places by type of Managing Agent/Sponsor

	Schemes				Places			
	A	B1	B2	Total	A	B1	B2	Total
Private sector	74	11	10	57	67	9	13	54
Private training provider	7	9	4	7	7	7	6	7
Public sector	19	52	85	31	25	51	80	33
Voluntary organisation	1	28	1	6	1	32	1	6
	100	100	100	100	100	100	100	100

Quality control

The MSC has what it calls a "hands off" policy for running the Youth Training Scheme. Managing agents are expected to ensure that standards are maintained.

What the MSC calls "monitoring", therefore, does not involve a member of MSC staff visiting every teenager on every placement to check health and safety, the standard of training, or what kind of supervision is provided.

MSC staff are said to visit most managing agents to talk to the people running the project, several times each quarter and then fill in a quarterly Monitoring Assessment Record.

As a back-up, the staff visit or telephone some of the sponsors providing placements – whether this is within the same company, or small firms to which teenagers are farmed out. It is possible for a trainee to go through the year without meeting and MSC official.

Monitoring of places in large companies like GEC or IBM may be done over the phone. Big companies with a good record on training are left more to their own devices.

When faults are found on projects, the managing agent is given plenty of opportunity to put things right. It is rare for a project to be closed down: a total of about 700 have closed down or ceased to function for various reasons.

MSC figures suggest that, of the programmes which had received their first monitoring visit by October 1983, only 67 per cent came up to scratch. By July, the figure was still only 72 per cent. These represented 63 per cent of places in October and 72 per cent of places in July – although not every individual place was monitored.

The main problems which emerged during monitoring were:
- Ineffective initial assessment of trainees,
- Inadequate assessment, review and recording or trainee progress.
- Ineffective integration of planned work experience and off the job training.

Her Majesty's Inspectors reported on the YTS: "There is little evidence of integration or coordination of core skills, vocational studies and work experience across the various parts of schemes . . . Outside established programmes of training and further education which lead to nationally recognized certificates and diplomas, there is no clear evidence of required standards of performance being understood or achieved."

Health and safety

Six trainees died on projects in the first year of the scheme. Since then, nine regional safety consultants have been appointed to provide specialist advice to the commission staff involved in checking projects.

Since April, those providing training or work experience are required to give written assurances that premises used for projects have been notified to the relevant health and safety enforcement authority "where appropriate".

There have also been 1,845 accidents during that first year – April 1983 to March 1984 – involving trainees on both YTS and YOP in more than three days' absence from their schemes.

The commission has also successfully pressed for new Government regulations, introduced in January, which ensure that trainees, who do not have full employee status, are covered by the same health and safety at work laws as employees.

In October 1983 the pressure group Youthaid claimed there had been 134 major accidents per 100,000 trainees on YOP in 1982/83 compared with 60 per 100,000 in the workforce as a whole in 1981.

The MSC says accident rates among teenagers just starting work are always worse than in the workforce as a whole. Up until recently, they were unable, however, to produce figures for accidents at work among 16 and 17-year-olds.

Workplace deaths among that age group are not significantly greater or lower on YOP and YTS than among teenagers in the rest of the workforce.

Table 2: Young people killed at work

Figures from Health and Safety Executive. Deaths are not registered as workplace accidents until all official procedures (eg inquests) have been completed.

1981	Ages		
	16	17	18
Employed	0	4	0
YOP	4	0	0
* Non-employed	2	4	0
Total	6	8	7
1982			
Employed	3	0	5
YOP	2	1	0
Non-employed	0	3	0
Total	5	4	5
1983			
Employed	0	2	4
YOP/YTS	0	0	0
Non-employed	1	1	3
Total	1	3	7

* Deaths caused by workplace accidents to outsiders. Eg: rubble from building under demolition falling on passer-by.

Equal opportunity

Black teenagers have tended to end up on mode B schemes which are regarded by the trainees as less likely to lead to a job.

The MSC says three quarters of white trainees are on employer-based Mode A schemes compared with just over a half (55 per cent) of trainees of African or West Indian origin and 59 per cent of Asian.

A study by the Commission for Racial Equality of 15 companies found most black trainees were based in London, were less likely to be selected for Mode A schemes than white teenagers and less likely to obtain permanent employment at the end.

MSC records showed that just under one per cent of employer-based trainees were of Asian origin and two per cent of West Indian. But many employers felt it was discriminating to record race – or they have simply recorded "British" and "others".

Although 2,400 disabled teenagers were taken on during the year, they also tend to end up in the community projects and workshops – not the employer-based projects.

The Spastics Society suggests many disabled teenagers would benefit from a spell of further education before going into YTS and wants an automatic right for a disabled teenager to stay an extra three months on a scheme – at present this has to be negotiated.

The YTS has done little to reverse the tendency for boys to go in for traditionally male occupations and girls into traditional female ones.

As with health and safety, however, the MSC persuaded the Government to remove the anomaly in he laws on discrimination which covered employees but not "trainees". Managing agents and sponsors sign contracts in which they agree not to discriminate on grounds of race.

Under review

A review of YTS conducted by the Commission in the summer, after the scheme's first year, urged greater flexibility and simplicity.

Its main recommendations accepted by ministers were:
- to allow trainees on Mode B projects to take jobs while continuing their YTS training;
- to extend the eligibility to cover certain groups of 18-year-olds: girls who had missed previous opportunities through pregnancy, teenagers whose English is a second language, and ex-offenders;
- to link some Mode A and Mode B schemes;
- to assist managing agents and sponsors with unfilled places who are suffering financial difficulties; and
- to allow flexibility in the scheme for the needs of special groups and publicize the equal opportunities policy; while monitoring the health and safety arrangements with improved data.

Board of appeal

JOHN DAY

In his article "Tarnished Image?" (*TES* November 16) Richard Stewart refers to cases of re-marking and subsequent up-grading of O level English language candidates in some Suffolk schools, and asks the Associated Examining Board to make a public statement describing its checking and moderation procedures.

These procedures are well documented in the booklet, *How AEB Examinations are Set and Marked*, which was sent to every AEB centre free of charge in April 1981 and is still available from the AEB's Publications Department at £1 per further copy. However, I am glad to summarize the arrangements again here.

Examiners are standardized in teams of approximately 12, each team under the direction of an experienced senior assistant examiner. Two standardization meetings are held; one for senior assistant examiners and one for assistant examiners. Marking schemes are discussed and amended in the light of candidates' work and photocopied scripts, which have been sent to examiners prior to the meeting, are re-marked and discussed in great detail to ensure that the marketing scheme is fully understood and that all examiners are clear about the standards to be applied.

During the three-week marking period all assistant examiners send two sets of sample marked scripts to their seniour assistant examiner for review. Senior assistant examiners in turn send similar samples to the chief examiners for review. Detailed records are kept for reference at the office review meeting, where chief and senior assistant examiners review further samples of every examiner's work at the board's offices. If the marking is found to be unsatisfactory, all the examiner's scripts are re-marked.

The complete allocations of scripts of nine examiners (out of a total of 286 examiners for the main O level English language language syllabus) were re-marked during the check stages last summer.

In a limited number of cases an examiner's marking may be scaled but a representative selection of his scripts must be re-marked first to ensure that any proposed scaling will indeed rectify any severity or leniency.

The work of the examiner who was involved with the Suffolk scripts had been subjected to all the usual checks; there was no negligence and no step in the procedures had been omitted. This was a new examiner and as such his marking had received particularly close scrutiny, but it is not possible for every script which he marked to be reviewed before the results are issued and regrettably the intermittent severity on this occasion was not detected despite the widespread checks.

The measurement of academic attainment is not an exact and precise process like the mensurement of the dimensions of a block of wood. Assessing the quality of a candidate's English essay and giving a mark to it is a matter of professional judgment. The marking schemes and criteria provided by the board and the various moderation procedures are designed to assist that judgment and are remarkably successful in coordinating the work of large numbers of examiners, but however tightly the guidelines and requirements are tied down there will always remain some element of subjective judgment by the individual examiner.

In the AEB we strive constantly to find ways of enhancing that judgment and monitoring that subjectivity, but we still do not believe that it is fair or possible to issue an absolute assurance, as Richard Stewart demands, that errors will "never occur again". It is for precisely that reason that we and other boards maintain arrangements whereby schools can query the results which they have received and ask for the scripts to be investigated again.

Thus, Mr Sheppard, the headmaster of Chantry High School, wrote to the board on September 10 expressing his concern, and the matter was immediately investigated. It was felt that the examiner's tendency to underreward certain aspects of composition in this centre's scripts justified a complete re-mark which was carried out by the chief examiners as a matter of urgency. Mr Sheppard was informed of the revised grades on September 28. It is important to emphasize that this work was undertaken entirely at the board's own expense and that there had never been any suggestion that Chantry High School would be charged for this service. Richard Stewart's claim that the school had been "put to considerable financial risk – a matter of several hundred pounds being involved" is, therefore, not correct.

The board was sufficiently concerned about the number of upgradings (38) to authorize the examiner's re-aining 248 scripts to be re-marked again at the board's expense in spite of the fact that no complaint had been received from the other centres concerned. This additional work resulted in the issue of 13 further upgradings.

The AEB, therefore, does everything possible in the time available to ensure that correct grades are issued; equally, in the rare case of an error occurring without detection, the board has no hesitation in taking all necessary steps to rectify the situation in the best interests of all the candidates.

John Day is secretary-general of the Associated Examining Board.

The TES is compiling a major article on examining procedures and would be glad to hear from any teachers, examiners or others with experiences that they feel would bear further investigation. Please write to the Features Editor, The TES, Priory House, St John's Lane, London EC1M 4BX.

Sagging yo-ho-ho

ANNE KRISMAN

It must be the festive season. Frankie Goes To Hollywood's new video shows the Nativity and not a San Francisco gay bar. Humming *The Power of Love* to myself, I walk into 3.4.'s form room, determined to broach the subject of end of term celebrations. As I walk in, they immediately respond. The noise level rises. I look around. The boys are talking about computers, the girls are watching Sarah give a demonstration of how she puts in her new brace. This no doubt indicates how tutorial time can be used to raise awareness of today's technological society and to promote oral work.

"Sit down! Class discussion!" I yell, breaking up several class discussions. I jump in straight away. "What about a class party?"

"Last year's one wasn't so good", says Simon in not so many words. I have vague memories of last year's fancy dress party, when, despite my lessons on stereotyping, the boys came as footballers and scarecrows and ate crisps all evening, while the girls dressed as French tarts and nurses and spent an hour in the toilets putting on make-up.

"The boys in this class are boring. We want a party with another class", says Zoe. The class then tells me who it can't stand, which turns out to be every class in the third year. My yo-ho-ho spirit is sagging.

"Do you want to decorate the room?" I ask, having visions of other teachers' delightful fairy grottoes. They aren't too impressed with that either. Last year Akhtar covered the fluorescent lights in my room with crepe paper. The room was bathed in pools of multi-coloured light. I was left to teach with a green glow on my blackboard, making me feel like the Wicked Witch of the North. A fourth-year boy, who had the misfortune to sit in the red area, told me it reminded him of his holiday, in Amsterdam.

I try a new tack. What about a pantomime? Too babyish. A trip on Sunday? "Sunday," Kelly tells me, "is for *families*."

The bell rings. I threaten to carry on the discussion tomorrow. On their way out, I hear them talking. Lee is suggesting to his mates that they go swimming on the afternoon we break up. Theresa says: "The worst thing about Christmas is those chocolate snowmen Miss gives us as a treat. Still, it keeps her happy. . ."

Anne Krisman is a film studies teacher in an East London comprehensive.

Surely some joke?

MARK KIRBY

There are a few welcome proposals in the "New Remuneration Structure for Teachers" as set out in the advertisement in *The TES* of November 23.

First is the school based performance appraisal programme, which many schools have been operating for some time. The second, the arrangement for extra remuneration when a teacher designated by the head acts in his place during his absence, is not before time.

Otherwise, my reactions to this proposal vary from "how unrealistic", to "this is not far from a joke". Don't the people who talk about education and schools ever think about the thousands of primary schools in this country? Nearly every paragraph relates to secondary schools.

Schools with "Up to head with eight plus teachers" not being qualified for either a principal teacher or assistant head, means that most primary schools that I know fall into this group. This move typifies the attitude of the authorities towards the smaller schools in the system, and it is cost cutting of the worst sort. It comes disguised as a hand-out by Big Brother.

The objectives as set out in the advertisement are commendable, but many questions have to be answered.

"To provide for new entrants' induction, counselling and experience over several years . . ." few would argue that this would be very valuable, but who is going to do this work? It is suggested that senior members of the staff do this, but when will they be given the time? If new entrants work a fightened teaching load, how is this going to work in a primary school where generally each class has its own teacher.

Surely it is better for the children to have one teacher particularly for lower infants. This is yet another example of how the compilers of this document have not thought it right through. I hope the "level of reward" which it is suggested that the "main professional grade" will receive is not a means of persuading teachers to do all this in their own time – as well as the compulsory dinner duties and playground duties that we also have. There are only 24 hours in a day, and an overworked teacher, even one on a main professional grade, is a bad teacher.

The annual limits placed on the contractual requirements of teachers would have a depressing effect on their teaching. There are many teachers who spend hours of their own time quite voluntarily working and preparing, going out with groups, seeing parents, and many other activities. If this contract clause is accepted all this goodwill will fly out of the window. We are all aware that there are a tiny minority of colleagues whose commitment is less than could be hoped for, but "contracting staff in" will not help the situation.

"Divide and rule" seems to be the main theme of this document. By our own devices we are already divided by our union representation – a very sad state of affairs. How much more divided is teaching to become when some are worn than others because they are "better" teachers?

According to these proposals teachers can be given their cards after seven years, four years training and three years experience. What is happening during the teacher's training period if the wheat cannot be sorted from the chaff at that stage? And if the sorting is not done at this stage, it will fall to the lot of one person to decide who is "better" and who is "not so good"; the headteacher.

I hope that I am not a headteacher when these proposals come into force. In recent documents, the HMI have stressed what an important figure the head is in any school. The guidance, leadership, example and management qualities a head displays are vital to the running of a good school. How can good leadership be coupled with having the job of deciding who will get paid more or less?

This job is all about people, real people, with feeling and commitment. What an inhuman suggestion that the one who should be securing the school as a unit in which children can live, work and learn, has then got the power with one stroke of a pen to break down any trust or loyalty within the staff. It also has to be said that this practice is clearly open to gross misuse.

"Termination of employment as an entry grade teacher, shall not debar a teacher from gaining further employment as a teacher . . .". What a joke! After three or four years training and three years teaching service, to put in a sentence like that is an insult. Who would employ a teacher who had got that far and "failed" – and even more important, why should a teacher be allowed to get that far in the first place?

Mark Kirby is headteacher at Holy Trinity C of E primary school, Waltham Cross, Herts.

The elusive arts

MELVYN ELPHEE

"Inward-looking with a touch of preciousness" was Dr David Hargreaves' verdict on arts teachers, delivered at the first national conference of the National Association for Education in the Arts (*TES*, November 23). My hackles rose.

Where else should the arts look? The great peaks of human artistic achievement all derive from the tireless creative introspection: Michelangelo's *David*, Beethoven's *Missa Solemnis*, Shakespeare's *Hamlet*, to cite but three obvious examples, achieve their glory not by their response to the superficial circumstances of their creation but by their sublime attempts to fathom the depths of their own beings.

No wonder mere arts teachers are "unable to communicate with each other across the different fields over the central concerns and key issues of their work": it is in the very nature of art that it *strives* to communicate the incommunicable. From this the arts take their power, their excitement and their challenge, obstinately and rightly refusing to be reduced to any "agenda", triumphantly transcending "concerns" and "issues" alike.

What is the issue of a Bartok quartet? Are not the concerns of a Jane Austen novel trivial by the side of the work itself?

It is, indeed, vital for teachers to talk to parents and employers about the contribution the arts can make to education, but the "plain language" Dr Hargreaves advocates is nothing more than a dangerous newspeak. The arts cannot without loss be crushed to conformity with a utilitarian society or debased to perform an instrumental function for which they were never intended. Stalinist Russia's infamous treatment of Shostakovich has already shown the error of such ways.

No, the arts are complex, elusive, subtle – and ever may they remain so. Dr Hargroaves maintains that if you cannot say it simply you haven't decided what you want to say": not for him, then, the dizzy heights of Parnassus where poets sing because they must – but we teachers of the arts will certainly not flatten our peaks to serve the narrow vision of an increasingly Philistine society. The arts are, indeed, too "precious".

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A digest of facts and figures

The Youth Training Scheme is a year-long course of training and work experience, for young school-leavers.

Who is it for?

It caters mainly for 16-year-old leavers, some 17-year-olds, and disabled leavers up to the age of 21.

Who runs it?

Overall control is in the hands of the Government-appointed Manpower Services Commission. Civil servants working for the Commission sign up a number of different organizations as managing agents to run individual projects. Agents can include large companies, small companies or consortia of small companies, voluntary organizations, chambers of commerce, education authorities, or specialist firms set up to run YTS.

What is involved?

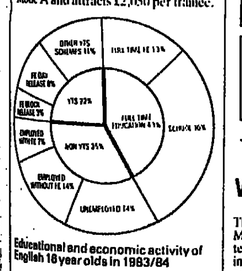
The agents should provide courses which include work experience with a training element and at least 13 weeks' "off-the-job" training, away from the workplace, in a college or training centre.

Who pays?

The cost is shared between the Government – through the MSC – and the agent.

How much?

Funding depends on where the project is based. If it is run by a voluntary organization in the community, housed in specialized training workshop or engaged on semi-charitable work, or if it is run by an education authority or a college of further education, the project will be termed Mode B and attract between £3,675 and £4,410 per teenager for the year. If it is based with an employer it is termed Mode A and attracts £2,050 per trainee.



Educational and economic activity of English 16 year olds in 1983/84

Coming and going

The potential entry to YTS was considerably over-estimated in the first year. The MSC had expected about 460,000 places would be needed. In the event, only 354,000 places were filled in the scheme's first year.

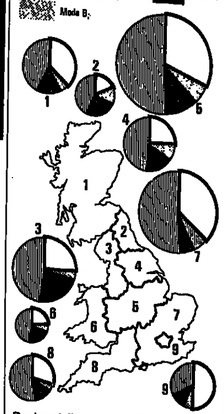
The take-up of YTS places was lowest in London, where unemployment is lowest, and in Scotland where 57 per cent of 16 year olds remained in full time education, compared with 43 per cent in England.

It was harder to provide places in the north and Wales, where unemployment was highest and the MSC had to resort to more Mode B places than they would have liked.

Not all these filled places represents a single individual. Young people who leave and rejoin the scheme are counted twice. To take account of this, 30,000 have to be deducted from the total of 354,000.

After sending out questionnaires to a random sample of 3,500 of this year's YTS leavers, the MSC got about three-quarters back. Of these, 56 per cent had found full-time work, either with their YTS employer or another employer, while 34 per cent remained unemployed, with no other occupation.

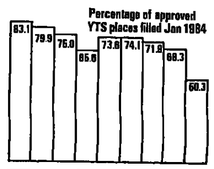
Four per cent had gone onto another training scheme, two per cent on to part-time education, two per cent went to part-time work and four per cent were "doing something else".



Regional distribution of YTS places

The youngsters questioned were mostly those who had left the scheme before the end, because the survey was done between April and July. Since many only leave YTS when they find a job, MSC admits the figures may not be representative.

Only 36 per cent of respondents had completed their YTS training. Also the areas were covered by the survey might not be representative.



What they learn

The scheme should provide what the MSC calls a "broad base" on which teenagers can build further skills training. Young people coming off YTS are not expected to be fully equipped as, say, qualified engineering technicians or bricklayers.

Trainees should get a taste of several different areas of work within the same broad occupation, decide which career they want to follow and come off the scheme having done the groundwork for further training in their chosen field.

The aim of this system is to give teenagers more choice and aid their personal development, give the employers some idea of who is best suited to which tasks and produce at the end of the day a more adaptable workforce, which finds it easier to swop jobs, or extend their skills later in life.

All managing agents are required to make sure their courses include six broad areas of learning:
- Basic skills including computer literacy,
- The world of work,
- The world outside employment,
- Job specific skills,
- Personal effectiveness, eg: planning and problem solving,
- The ability to transfer skills and learn how to learn.

The core skills to be learnt in these areas are:
- Number and its application,
- Communication,
- Problem solving and planning,
- Practical skills.
- Computer literacy and/or information technology.

YTS should provide "the widest opportunities for progression and employment and to expand skilled training opportunities," says the MSC.

Glossary of terms

Mode A – employer-based projects.
Mode B1 – projects based on training workshops, community projects or Information Technology Centres (Itecs) and run by voluntary organizations and local authorities.
Mode B2 – projects run by colleges of FE and employers, linking their provision.
on-the-job – experience of work and training provided at a place of work.
off-the-job – training provided somewhere away from workplace–normally college, but could be a training centre in a big organization.
placement – on-the-job training and work experience; each trainee could have several placements during a year-long course.
sponsor – the organization, normally an employer, who provides one or more placements.
managing agent – organization which runs an entire project, monitoring the sponsors and training.
Area Manpower Boards (AMBs) – representatives from trade unions, employers, the education service, disabled organizations, careers office, voluntary organizations and local government, appointed by MSC and co-opted. They approve local projects for funding.
Occupational Training Families – groups of occupations divided up for the purposes of training (technical and scientific, manufacturing and assembly, community and health services, administrative, clerical and office services, for example).
Core skills – essential skills which must be included in any YTS curriculum.
Learning Opportunities – the six broad areas of learning which must be provided on any YTS course (see: What they learn).

The cost

The MSC underspent by more than £120m on youth programmes in the financial year from April 1983 to March 1984. Fewer school-leavers joined the YTS than expected and many stay less than a year.

Planned spending had been £907m. Actual spending, including administration, was £777.1m. Of this, £70m came from the European Social Fund, purely for YTS, as part of a £204m package for youth programmes as a whole.

There were still 81,300 Youth Opportunities Programme teenagers in 1983/4, since the programme overlapped with YTS. They accounted for £317m of the total.

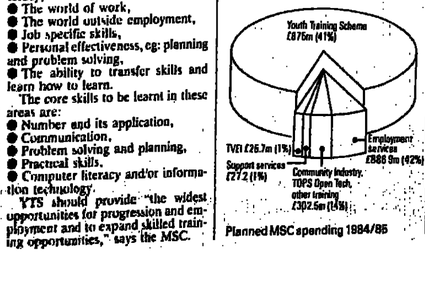
In 1984/85 the cost of the YTS is again expected to be less than the £875m budget.

Pay for teenagers on YTS has gone up this year from £25 to £26.25. This is nothing like the increase which trade unions wanted – at least £5 a week. But it is about £7 more than 16 or 17-year-old school-leavers get if they remain out of work and do not enter YTS.

The current social security benefit for a jobless school-leaver is £16.50, if they are living at home with their parents, plus £3.20 to be paid to the parents in rent if the parents are already entitled to housing benefit. The same teenager on YTS would have to find the £3.20 out of the £26.25 allowance. Those who live away from home can get varying amounts of housing benefit or lodging allowance.

But if a teenager refuses a place on YTS, 40 per cent of the social security is deducted for six weeks. In other words, they are treated in the same way as adults who have turned down the offer of reasonable employment.

Between September 1983 and March 1984, 7,575 people had benefits reduced for dropping out of or refusing a YTS place. A 16-year-old going into an engineering craft training – equivalent to the old apprenticeship – can earn £43.36.



Planned MSC spending 1984/85

Percentage of schemes and places by type of Managing Agent/Sponsor

	Schemes				Places			
	A	B1	B2	Total	A	B1	B2	Total
Private sector	74	11	10	57	57	9	13	54
Private training provider	7	9	4	7	7	7	8	7
Public sector	19	52	85	31	25	51	80	33
Voluntary organisation	1	28	1	6	1	32	1	6
	100	100	100	100	100	100	100	100

Quality control

The MSC has what it calls a "hands off" policy for running the Youth Training Scheme. Managing agents are expected to ensure that standards are maintained.

What the MSC calls "monitoring", therefore, does not involve a member of MSC staff visiting every teenager on every placement to check health and safety, the standard of training, or what kind of supervision is provided.

MSC staff are said to visit most managing agents to talk to the people running the project, several times each quarter and then fill in a quarterly Monitoring Assessment Record.

As a back-up, the staff visit or telephone some of the sponsors providing placements – whether this is within the same company, or small firms to which teenagers are farmed out. It is possible for a trainee to go through the year without meeting and MSC official.

Monitoring of places in large companies like GEC or IBM may be done over the phone. Big companies with a good record on training are left more to their own devices.

When faults are found on projects, the managing agent is given plenty of opportunity to put things right. It is rare for a project to be closed down: a total of about 700 have closed down or ceased to function for various reasons.

MSC figures suggest that of the programmes which had received their first monitoring visit by October 1983, only 67 per cent came up to scratch. By July, the figure was still only 72 per cent. These represented 63 per cent of places in October and 72 per cent of places in July – although not every individual place was monitored.

The main problems which emerged during monitoring were:
- Ineffective initial assessment of trainees,
- Inadequate assessment, review and recording or trainee progress.
- Ineffective integration of planned work experience and off the job training.

Her Majesty's Inspectors reported on the YTS: "There is little evidence of integration or coordination of core skills, vocational studies and work experience across the various parts of schemes . . . Outside established programmes of training and further education which lead to nationally recognized certificates and diplomas, there is no clear evidence of required standards of performance being understood or achieved."

Table 2: Young people killed at work

Figures from Health and Safety Executive. Deaths are not registered as workplace accidents until all official procedures (eg inquests) have been completed.

1981	Ages		
	16	17	18
Employed	0	4	0
YOP	4	0	0
* Non-employed	2	4	0
Total	6	8	7
1982			
Employed	3	0	5
YOP	2	1	0
Non-employed	0	3	0
Total	5	4	5
1983			
Employed	0	2	4
YOP/YTS	0	0	0
Non-employed	1	1	3
Total	1	3	7

* Deaths caused by workplace accidents to outsiders. Eg: rubble from building under demolition falling on passer-by.

Equal opportunity

Black teenagers have tended to end up on mode B schemes which are regarded by the trainees as less likely to lead to a job.

The MSC says three quarters of white trainees are on employer-based Mode A schemes compared with just over a half (55 per cent) of trainees of African or West Indian origin and 59 per cent of Asian.

A study by the Commission for Racial Equality of 15 companies found most black trainees were based in London, were less likely to be selected for Mode A schemes than white teenagers and less likely to obtain permanent employment at the end.

MSC records showed that just under one per cent of employer-based trainees were of Asian origin and two per cent of West Indian. But many employers felt it was discriminating to record race – or they have simply recorded "British" and "others".

Although 2,400 disabled teenagers were taken on during the year, they also tend to end up in the community projects and workshops – not the employer-based projects.

The Spastics Society suggests many disabled teenagers would benefit from a spell of further education before going into YTS and wants an automatic right for a disabled teenager to stay an extra three months on a scheme – at present this has to be negotiated.

The YTS has done little to reverse the tendency for boys to go in for traditionally male occupations and girls into traditional female ones.

Since April, those providing training or work experience are required to give written assurances that premises used for projects have been notified to the relevant health and safety enforcement authority "where appropriate".

There have also been 1,845 accidents during that first year – April 1983 to March 1984 – involving trainees on both YTS and YOP in more than three days' absence from their schemes.

The commission has also successfully pressed for new Government regulations, introduced in January, which ensure that trainees, who do not have full employee status, are covered by the same health and safety at work laws as employees.

In October 1983 the pressure group Youthaid claimed there had been 134 major accidents per 100,000 trainees on YOP in 1982/83 compared with 60 per 100,000 in the workforce as a whole in 1981.

The MSC says accident rates among teenagers just starting work are always worse than in the workforce as a whole. Up until recently, they were unable, however, to produce figures for accidents at work among 16 and 17-year-olds.

Workplace deaths among that age group are not significantly greater or lower on YOP and YTS than among teenagers in the rest of the workforce.

Health and safety

Six trainees died on projects in the first year of the scheme. Since then, nine regional safety consultants have been appointed to provide specialist advice to the commission staff involved in checking projects.

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Workplace deaths among that age group are not significantly greater or lower on YOP and YTS than among teenagers in the rest of the workforce.

Under review

A review of YTS conducted by the Commission in the summer, after the scheme's first year, urged greater flexibility and simplicity.

Its main recommendations accepted by ministers were:
- to allow trainees on Mode B projects to take jobs while continuing their YTS training;
- to extend the eligibility to cover certain groups of 18-year-olds: girls who had missed previous opportunities through pregnancy, teenagers whose English is a second language, and ex-offenders;
- to link some Mode A and Mode B schemes;
- to assist managing agents and sponsors with unfilled places who are suffering financial difficulties; and
- to allow flexibility in the scheme for the needs of special groups and publicise the equal opportunities policy; while monitoring the health and safety arrangements with improved data.

1944 AND ALL THAT

In the second in the series looking back on developments in secondary education since the Education Act of 40 years ago, Brian Cox calls for the reintroduction of selection at 13

From 1933 to 1939 I attended Nunsthorpe Elementary School, which served a new housing estate on the outskirts of Grimsby. In the early summer of 1939 the headmaster came to our classroom to read out the list of successful candidates in the scholarship examination. As each name was called out we were told to stand up. I recall looking down at the blank despairing face of Audrey, an intelligent girl whose name was not on the list.

In those days entry to grammar school was still possible for fee-payers. When I arrived at Wintringham Secondary School (not called a grammar school until after the 1944 Act), I discovered a small group of middle-class children who had entered by this road. There were even one or two fee-payers from poorer homes. After one year they could take the internal scholarship and perhaps win a free place.

This flexibility was ended by the 1944 Education Act. The middle classes could no longer buy a grammar school education. The idea that children could be divided up at the age of 11 into appropriate material for grammar or secondary modern schools proved a disastrous mistake. When in 1949 I taught briefly at Immingham Secondary Modern School, only one first-year girl was transferred to the grammar school. Secondary modern pupils did not usually take O levels, and indeed a move in that direction was resisted by the Inspectors.

It was hoped that secondary moderns would have parity of esteem with grammars. This proved an absurd fantasy. Any system of schooling which prevents middle-class parents from sending their children into higher education is doomed to failure.

My own experiences at Nunsthorpe and Immingham made me for many years an advocate for comprehensive schools. The 11 plus was unjust to those below the borderline. Practice differed around the country. The proportion of all secondary school places reserved for grammar schools varied from 10 per cent to 45 per cent between local authorities. The case for reform was obvious.

I only began to understand the problems inherent in a comprehensive system when, in 1964, I taught for a year at the University of California at Berkeley. We lived about eight blocks below the campus in a twilight zone, and our children attended the local state school. Our neighbour was a black social worker, and we became friends. For the first time I understood the effects of neighbourhood schools. Pupils in the poor areas near San Francisco Bay were almost entirely black; on the pleasant hills above the university campus almost everyone was white. The schools for black children offered far less chance of entry into higher education.

My neighbour told me that bright boys in the black community would realize about the age of 13 that they had little chance of a good education. In their frustration it was not unusual for them to turn to crime.

I returned from California in 1965, the year when Tony Crosland's famous Circular 10/65 pave for comprehensive reorganization. pare and submit for comprehensive reorganiza-

In the early 1960s there had been useful discussions among Labour Party politicians about the problems of comprehensive education. Richard Crossman preferred middle schools for 9 to 13-year-olds followed by a variety of upper schools in which the grammar school tradition could be maintained. Emmanuel Shinwell thought it ridiculous to allow the rich to send their children to public schools while taking away the grammar schools "which are for many working-class boys the stepping-stone to the universities and a useful career". Harold Wilson said that the grammar schools would be abolished over his dead body.

Unfortunately, after 1965 the comprehensive lobby refused to consider moderate reforms. Middle-class parents who feared that their children would fail the 11-plus joined in unholy alliance with writers in sympathy with the working classes (Brian Jackson, Albert Rowe) who thought grammar schools imposed middle-class values. Egalitarianism was promoted zealously without serious analysis of the social consequences of comprehensive education.

In 1969, when I published the first Black Paper, it was difficult to persuade anyone to listen to criticism of comprehensives. The problems of the neighbourhood school were forgotten. Soon, in the 1970s, middle-class parents were moving house into the area of a favoured comprehensive. Many inner city comprehensives could not maintain high academic standards, and able working-class children were denied their chance of entry into higher education. The situation in Berkeley began to repeat itself in Britain.

On November 9 this year, James Murphy, lecturer in educational research at Lancaster University, pointed out in *The TES* that the spread of comprehensivization had made the educational system more unfair in recent years, with the proportion of working class students at university declining in real terms. Earlier this year in his Penguin *Education in Society*, Professor Ronald Fletcher insisted that "although the comprehensive school idea might still be practicable and successful in certain regions, localities and kinds of community, its general imposition over almost the whole of secondary education has been a vast mistake".

The 1944 Act imposed a rigid selection system at 11-plus. Circular 10/65 produced a rigid selection system in which academic success was largely determined by neighbourhood.

The Black Papers drew attention to another major problem inherent in a comprehensive system. My sixth-form at Wintringham was small, and the teachers in those war-time years included no young men. Only three or four of us hoped to read English at university. I was the leader of this group, over-confident and very surprised when my higher school certificate results were only average. I achieved lower marks than those now demanded for entry into my own English Department at Manchester.

I was lucky because a four-month wait for conscription gave me the opportunity to prepare for a Cambridge exhibition, helped by personal tuition from one excellent teacher.

High standards at A level depend on specialist teachers of good quality as well as a peer group of academic ability and ambition. A system of 11–18 comprehensives cannot provide this for every school, and this has persuaded some local authorities to opt for the sixth form college. The Black Papers argued for selection at 13.

In the 1980s we urgently need a new vision of education to give back confidence and optimism to teachers. The 1944 Act made secondary school education free and universal. Unfortunately it failed to bring about a flexible system of schooling geared to the real needs of individual children. It is nonsense to segregate children at 11. It is nonsense to believe that all children can be taught in the same way, at the same level, at the same pace and with the same expectation of success.

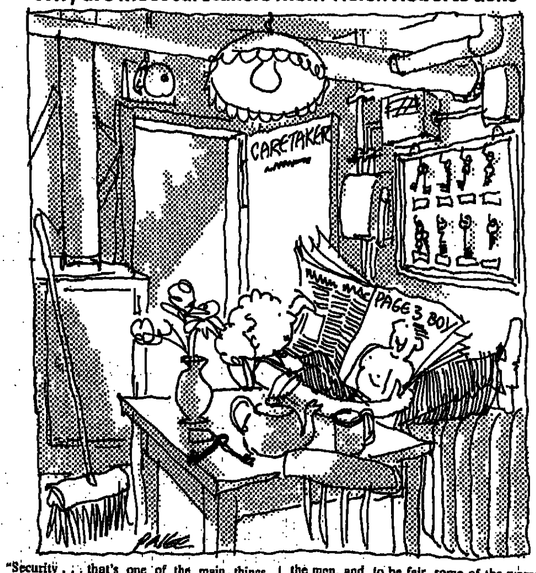
An urgent need is for the reintroduction of selective schools at the age of 13 or 14 in the inner cities; but doors of educational opportunity must be left open as long as possible. Transfers at 16 should be normal. Universities and polytechnics need four-year courses to cope with the broadening of the curriculum so essential at sixth form level. Part-time degrees and continuing education need to be developed for those who require education later in life.

The great curse of our time is youth unemployment. The vision of the 1944 Act needs to be extended so that all children have the right to education to the age of 21. But it must be education suited to their needs and abilities, with opportunities remaining for a new start for adults later in life. After the mistakes of the 1960s and 1970s, the 1980s must be marked by a new realism.

Brian Cox is professor of English literature at Manchester University and was editor of the first Black Papers.

FAIR CARE

Why are most caretakers men? Helen Roberts asks



"At the beginning when I was first a school cleaner, you had no chance to get to be a caretaker. You didn't. A lady didn't have no chance, and to tell the truth, the men didn't have no chance either unless they were fifty . . . I think I was lucky getting to be a caretaker because I was the only woman when I came for my interview here with five men, and I must admit, I nearly died, me, when she said I'd got it, because It wasn't the first time I'd applied for a school and I think sometimes you find when it's a man head they won't entertain a woman . . . I mean, don't get me wrong, I find some of it is hard and sometimes I've to struggle with some of the stuff, but I still do it, I wouldn't let them say I can't do it."
(Woman caretaker)

Quite rightly, there's been a lot of attention given to the imbalance of male and female teachers in senior posts in schools. But what about the other end of the school hierarchy?

Scale 1 teachers have got enough to complain about, but what about school cleaners on their £1.72 an hour? Do they ever get a promotion? Just why is it that nearly all school cleaners are women, but one small notch up the ladder, nearly all school caretakers are men?

Could it be that they don't have the right sort of background and training? Well, perhaps . . . but a recent advertisement for a caretaker in a school in one northern city outlined the post as being: ". . . to maintain an adequate standard of cleanliness, comfort and safety to both staff and students. This will involve cleaning tasks, general maintenance and the supervision of a team of domestic assistants." Not much there that the average housewife doesn't do 24 hours a day, so why don't we see more of them as caretakers?

Talking to cleaners, caretakers, union officials and local authority personnel, I had some interesting answers. Not surprisingly, the women I spoke to were far more confident than were the men in their own ability to carry out a caretaker's responsibilities. For one thing, a good deal of the job was second nature to them.

"In my opinion, a woman does it better than a man, they see a lot more. I'm not just saying it because I'm a woman, but I think we see a lot more than men. I mean it."

"To me a man doesn't go above his head. To me, there's muck still gets up there, not just down on the floor. I believe you should do it right if you're going go do it. Well, that's my opinion. I think we're better than men at it. A lot of men won't agree with you . . . "

But of course the job doesn't just involve cleaning, though that's a substantial part of it.

"Security . . . that's one of the main things. Supervision, you have to order cleaning equipment and there again, you have to know what you're ordering. You can get some detergents and some polishes than can absolutley ruin everything you touch. You've to know something about boilers. You have to be aware of the electricity points and where they are, things like that . . . fire alarms, and you have to know about the burglar alarm systems if you have one . . . "

Security was a stumbling block for both some of the men, and, to be fair, some of the women I spoke to: "See, a woman can't be a caretaker. Not strong enough – you have to move the desks and chairs around and that, and then there's the security angle. No . . . it's not a women's job," said a male caretaker.

A woman cleaner, married to a caretaker had the same worry, though she was a bit more positive about what women could do: " . . . I think that ladies could do caretaking for first schools quite adequately, in fact you could kick out all the fellows in a first school and put women in them, that might be alright. But with middle schools and upper schools you have a difficulty . . . Could a woman who is responsible for a building late at night, perhaps with different people going in . . . sort of 17 to 18 year olds, some of them do get a bit aggressive?"

The differences between different types of school was also taken up by a union official: "Well, yes. Perhaps, a woman could be a caretaker in a first school because that's more of a family situation. But an upper school, that's an industrial job. I wouldn't want to see a woman there."

One of his colleagues had anxieties about the demands the job of caretaker might make on a woman. Interestingly, his worries weren't on behalf of the woman, but on behalf of her husband: "I mean, it's a long day's work, and when her husband comes home for his tea, she's not there. She up at t' school. And then there's the house. I mean, there's a house goes with most caretaking jobs round here. What husband is goint to want to move into t' wife's house? Mind you, I'm all for equality . . . "

But for the few women I spoke to who were caretakers, the house was a big attraction: "The wage wasn't brilliant, but your house helps to make up for your wage you see. It does help, well, I think it does. It did to me because I lived in a council house before I came here. I mean, I only pay 83p towards rent and rates on my terrace house, and I was paying £15."

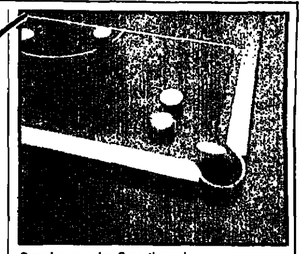
What is so interesting about all this is that men seem to have it all ways. The majority of men are able to benefit from someone (a woman – mum or a wife) to comfort, care, clean, supervise children, operate domestic machinery and generally manage the home. But once these skills are demanded on the labour market, there is suddenly some reason why women should revert to the bottom of the pile. Their previous experience seems to count for nothing.

There is, of course, no reason why men *shouldn't* be as good at cleaning, comforting caring and so on, but the fact is that most of them get precious little practice. Just as men have moved to the top in nursing and social work, the quintessentially caring professions, they're also at the top of the Mrs Mopp hierarchy. How unfair can you get?

Helen Roberts is senior researcher at Bradford and Ilkley Community College. She is currently receiving funding for a proposed course for school cleaners which includes material on supervision, security, school electrical and heating installations, and self defence.

Sindy commercials: doll house or *Dallas*?

Even more legal, decent, honest and truthful?



Snooker cue for Smarties ad

As the TV ads aimed at children reach a seasonal crescendo – along with complaints about them from parents – Nick Baker looks at the stringent rules that are meant to apply to them.

Television commercials aimed at children work. Manufacturers of toys, sweets, breakfast cereals and crisps spend millions on them because they know how effective they are, not only during the run up to Christmas but all the year round as well. The sales figures prove it.

It's harder to say whether or not this sort of advertising is in any way harmful. The only time there is any concerted protest is in the run up to Christmas. Then, the army of toy and game advertisements, marching shoulder to shoulder during commercial breaks on ITV elicit squeals of protest from parents beset by nagging children. A poll of mothers at a primary school revealed that each had been asked for something their offspring had seen advertised on TV.

In 1977, this form of advertising seemed in jeopardy. Lord Annan's Committee of Enquiry into the Future of Broadcasting announced: "The majority of us believe that children should not be exposed during their own programmes to the blandishments and subtle persuasiveness of advertising. The majority of us therefore recommend that no advertising should be shown within children's programmes or between two programmes for children."

The recommendation was never adopted. The Independent Broadcasting Authority countered it by saying that their Code of Advertising Standards and Practice was equal to the task of protecting children from the excesses of TV advertising.

The section of the code dealing with children is indeed rigorous, covering subjects as diverse as dental hygiene and agricultural safety. It also makes it clear that "Children in advertisements should be reasonably well mannered and behaved". The code's main thrust though, is that no advertisement should harm children "physically, mentally or morally" or take advantage of their "natural credulity and sense of loyalty". The IBA wants advertisements aimed at children to be even *more* decent, honest and truthful.

A browse through some IBA comments on toy commercial scripts submitted for vetting by ad agencies reveals just how tight their control is. A script for a soft toy commercial was rejected because it misled children by showing the toy moving independently; another for a soft toy was "too indirectly aimed at children and used a child presenter"; a games selection was given "too much of a fantasy treatment". One script for a bath toy was even rejected for being "too sentimental". In fact, the strictures placed on the advertising of toys seem to contribute to their apparent sameness.

The IBA demands a sense of scale to toys, so they're usually shown being played with by children. Commercials mustn't directly urge parents or children to buy or ask their parents to buy, so the writers often end up achieving a sort of non committal enthusiasm in the way their scripts are spoken by the voice over.

Toy and game ads must also include an indication of their price, without minimizing words like "only" or "just". Research has shown that a child's attention during any one ad dips steeply towards the end, the place where most advertisements carry their obligatory price tag.

The result of all these strictures in the pre-Christmas months is the regular barrage of repetitious images. The people who actually create the commercials are often less than enthusiastic about working on toy accounts.

A copywriter in a leading agency told me: "It's almost impossible to write a creative script for a toy commercial. In fact, the IBA write all my scripts."

Harry Theobalds, controller of advertising at the IBA makes no bones about the fact that he and the five colleagues who vet scripts, and eventually the ads themselves before they go on the air "err on the side of caution". In fact, it's not unusual to find him and his colleagues playing with racing cars or dolls in order to test the claims the advertisers make.

This leads to allowing one "blunder" through, which then slips. An ad for a toy circular saw was banned and the eventually broadcast. The makers claimed that the toy was so safe, a child could put his hand on the saw to stop it, without injury, and showed a child doing so. The ad was withdrawn after 24 hours. Irate parents telephoned the IBA to say that while that saw might be safe for children to touch, other, real circular saws could be very dangerous.

Recently, though, Theobalds and his team have had a rather higher success rate. Twenty-four viewer complaints were upheld by the IBA on advertising last year. Not one was about advertising for children.

There's only one obvious circumvention of the rules on advertising. The BBC *Panorama* programme recently published results of a study that showed that in the 11 to 16 age range, of those young people who smoked, three-quarters named a brand of cigarette which had recently received 28 hours of exposure through sport sponsorship.

The commercials for *Sindy* – the dress-up doll with a range of accessories that includes a three-piece bathroom and a car – depend to a degree on the popularity of the *Dallas* type American soap opera. The voice over is an excited American accent charting the latest "mystery story" involving Sindy, the music not at all dissimilar to the *Dallas* theme tune.

"Don't miss the next hair raising adventure of Sindy in *Doll House*", exhorts the voice as the images of Sindy and all her possessions stream from the screen. The similarity between the words *Doll House* and *Dallas* are pretty unmissable.

The use of the *Dallas* idea isn't against IBA rules that "Advertisements which feature personalities associated with ITV or BBC children's programmes . . . must not be transmitted on television until after 9pm." Luckily for Sindy, *Dallas* is not officially a children's programme, although thousands of children watch it.

John Spearman, managing director for Collett, Dickenson and Pearce, the agency that made the Sindy commercials, points to the increasing sophistication of children's viewing habits. "Children are quick to recognize ads that talk down to them. We found they often remember ads for products like *Hamlet* cigars and *Cinzano*, and we wanted to appeal to the more adult imagination of little girls."

The ad for the *Petite* "Kitchen activity centre" – a toy cooker plus pots and pans – also makes an appeal to the "adult imagination of little girls", with results which could arguably offend the IBA rules on good taste. It shows a little girl by the cooker saying "I'm doing daddy's dinner tonight, exactly like mummy does it". When dad eventually appears, the little girl screams at him: "What time of night do you call this? You treat this place like a hotel . . ." The slogan for the kitchen activity centre? "Just like the real world."

Ads which "stick out from the crowd" for their novelty or entertainment value don't always sell more goods, according to Glen Smith, child psychologist and managing director of the Children's Research Unit. The unit is the only commercial research company that deals exclusively with marketing and advertising aimed at a child audience. Its clients include most of the major toy manufacturers and ad agencies and its methods have even been used by the Government, for whom it researched some road safety films.

Glen Smith demonstrated his theory – that entertainment isn't the be all and end all – by showing a witty and colourful Lego ad in which Lego mice turned into Lego cats and eventually into a Lego elephant. It featured a funny voice over by the late Tommy Cooper. "The entertainment aspect was there all right," says Smith, "but the information side wasn't good enough. Children were asking for the special Lego set that made the elephant." There was no such set. A comparatively duller advertisement did better in research.

The Children's Research Unit use two methods of finding out which ads are going to be effective and which are not. Both of them use a large sample of children – never less than 200, usually much more, and often on a national basis.

One method, called "Crucible" involves small groups of children watching strings of ads with the test ad "hidden" amongst them. They're then asked to match certain set statements with images from the ads by "posting" the statement cards into slots which correspond with the various ads in the string. In another, "Monitor" children again watch strings of ads with the test ad hidden among the control ads.

In this form of test, immediate results are recorded in great detail, because each child has a hand held console with five buttons, which, correspond to a five point appreciation scale (like a lot, quite like, don't know . . .). The children are themselves recorded on video throughout the process. The resulting tape shows a split screen image of the children, the ad they are watching and which button each child is pressing.

The results are computer analysed, and according to Glen Smith, can give a good indication of how the product will or won't sell.

Christmas advertising seems to cause annual concern, not so much because of their content and style but because of their sheer bulk, particularly on Saturday morning television, where programmes tend to be short and episodic. In 1982, the IBA commissioned National Opinion Polls to do some pre-Christmas research. A sample of parents were asked whether children asking for the purchase of toys was the cause of family argument: 26 per cent said yes, only 3 per cent blamed TV, others were far more ready to blame peer group pressure. How do these pressures start?

"One of the principle objectives of advertising to children", says Glen Smith, "is to get a product talked about in the child's peer group as well as at home with parents." So can children be affected by television advertising without even watching television?

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Fabian Essays in Socialist Thought. Edited by Ben Pimlott.
Heinemann £8.50.

This book marks the Fabian centenary, and is the third anthology of its kind. The previous two, *Fabian Essays* (1889) and *New Fabian Essays* (1952), featured many household names: Shaw, Webb, Crosland, Jenkins. Both were of a high intellectual standard. The first essayists addressed themselves to an audience of educated sceptics. They assumed, rightly, that socialism, then as now, stood in need of argument. Accordingly, Shaw's exposition of socialist economics is a model of intelligence and clarity. *New Fabian Essays*, like the present collection, was written in the aftermath of electoral defeat. But it maintained a quiet confidence in the material achievements of British socialism – primarily the mixed economy and the Welfare State. All that remained was to persuade people actually to want the classless society in store for them.

The present volume differs in almost every respect. It is long, rambling and introverted. Its numerous contributors are overwhelmingly more academic and less educated than their predecessors. There are bright spots, but overall it makes depressing reading. It confirms, and sometimes even admits, that traditional socialism no longer commands the services of the best minds. This fact, of course, has already had its knock-on effect among the opinion-forming classes, who are mostly deserting socialism for postures new.

The book is in two parts. Part One consists of historical essays which, though far from sparkling, are not without interest or value. An historian, being at least partially constrained by his material, will usually find it difficult to talk complete rubbish (though one contributor ventures to deplore Fabian indifference to sexual liberation). The "thinkers" in Part Two, however, mostly deserve the wooden spoon. The very worst can only be described as stupid, lazy, and (intellectually speaking) illiterate. A few potted palms, however, to the best.

Socialism has always conferred instant moral credit on the believer. Our thinkers, accordingly, are reluctant to break off their formal allegiance. But many flirt openly with rival doctrines: market allocation, private property, and home ownership come in for frequent fanfares. Perhaps this is a confession of intellectual bankruptcy: perhaps it is electoral opportunism. What is uncertain is whether it is socialism. Some contributors, more stalwart, weep over the working-class voter's late ingratitude to his would-be benefactors; others doubt his continued existence. The editor consoles himself with reflecting that Mrs Thatcher was "rejected" by the "overwhelming majority", not caring that she won because he and his friends were similarly "rejected" by an even larger majority. He does not see that the "negative enthusiasm" (Lichtenberg's phrase) built into our constituency system is a civilized, eloquent warning to eager hewers of any political stripe, such as himself and Mrs Thatcher.

Some contributors, in the Titmuss-Townsend manner, devote themselves to the so-called "rediscovery of poverty", or even, faced with a shortage of the genuine article, to ingenious redefinitions of it. This is politically unwise. In a free society absolute poverty (for example, the down-and-out) will always exist somewhere. Thus it will always need searching out, especially when it is too proud to divulge itself. But if there is one thing this nation dislikes it is being morally

Illustration by Peter Till

Adapt or die

Reviewing a new collection of essays, R A D Grant suggests that British socialism is in a perilous intellectual plight

got at: in short, cant. We are not less humane for refusing to regard poverty as literally an injustice, like robbery or extortion. If it were, my poverty would have actually to be *caused* by your wealth, something even Marx failed to demonstrate convincingly. But we certainly care enough about poverty to regard its relief as a moral duty, one moreover, most efficiently discharged (the recipient's interests being paramount) through a system of public provision, for which we are well content to be taxed. Furthermore, we might feel morally obliged to promote whatever economic order most nearly enabled the poorest to dispense with relief and genuinely to support themselves. Would socialism be the obvious choice? This book gives us no reason whatever to suppose so. It is too busy preaching to the already converted.

Among us, poverty is absolute and fairly rare, while inequality is relative and abundant. They are by no means the same thing, despite the political capital to be gained by confusing them (as in the catchphrase "relative deprivation"). Does inequality matter *per se*, and to whom? I suspect that no normal person cares much about it. Given a discussible common minimum of physical and spiritual comfort, interpersonal utilities are impossible to compute objectively, as it were from some central, scientific vantage point. There are wholly different axes of advantage, and we vary enormously as to the importance we accord to each. Who is to say from outside which is the greater benefit, your education (which I could never have acquired even after years of torture) or my sexual attractiveness? What use are your football tickets to me, an opera-lover? What matters is each individual's perception of his own *overall* welfare or utility. If each (as Hobbes thought of intelligence) is honestly satisfied with his own portion, then all are equal in the only relevant respect. Whoever stimulates him to an invidious, prurient dissatisfaction will have done him, and society, no service at all.

The best essays here topple equality from its throne. John Eatwell and Roy Green defend the market as a wealth-creating device. Alan Ryan and Peter Kellner (to name but two) accept its inegalitarian implications for the sake of its welfare-maximizing potential *even for the worst off* (Rawls's difference principle, re-interpreted *avant la lettre* by the conservative Santayana). All try, somewhat implausibly, to combine the market with some form of public ownership. But market liberalism has bitten deeply into their socialist credentials. Anne Phillips might even wind up as an old-fashioned Tory. She describes the martial excitements of the picket line as though it were the Royal Tournament. Anxious to extend fraternity (or some less sexist equivalent) to women, she comes dangerously close to extending it right across the social classes, thereby achieving One Nation by a feminist route. She is a nice person. Barrie Sherman offers an observant piece on the shrinking class base of trade unions.

All these are good (especially Alan Ryan), or at least goodish. On the other hand Mary Kaldor ("Peace"), Bernard Crick ("Equality"), and Phillip Whitehead ("Education and the Disadvantaged") seem to suppose that their socialist commitment gives them the right to dispense with the normal canons of argument. To be plain, much of what they offer is simple twaddle, conceivably appropriate for consciousness-raising purposes but of no use to anyone seeking enlightenment.

Mary Kaldor's essay is predictable unilateralist stuff. In our need to defend ourselves against a phantom enemy, it seems, we provoke the Soviet Union into the same paranoia towards us. She shows not the slightest understanding of why, were we defenceless as lambs, we would still be perceived as an obstacle to Soviet purposes and so treated. What matters is not that we are armed, but that we exist at all, in particular that we exist (curious though it may seem) as the model of a desirable society to the justly discontented subjects of the vast Soviet empire.

Bernard Crick rambles on aimlessly, and somewhat offensively, in an endless saloon-bar monologue differing from the usual kind only in political tendency. Having mined out unsurprising differences in life-expectancy between the social classes he announces that they are "flagrant", saying nothing whatever about the absolute magnitudes involved, nor whether (as his colleague Brian Abel-Smith recognizes) the voluntary adoption by the working classes of an unhealthy life-style might not be a factor. "True equality" he tells us, "cannot be imposed. But it will not come without planning and legislation."

An equally delphic formula occurs in the doubtless well-meaning but muddled ruminations of Phillip Whitehead: "equality of outcome according to potential." He is so pleased with this he repeats it in several different contexts. But if it means anything at all – and it must be admitted to resemble Aristotle's communicative justice, principle, "to each his own" – it means inequality, or if you prefer, incomparability of outcome, along the lines I have suggested earlier.

Socialism must adapt or die. The best pieces here are the least socialist. The others bear melancholy witness to the poverty of orthodox socialism, whose only defence, it seems, against the winter of Thatcherism is to wrap itself ever more thickly in layers of cosy flannel.

Cobbett in Ireland. A Warning to England. Edited by D Knight, Foreword by G Spater.
Lawrence & Wishart £12.95, 85315 595 X.

Aside from the 10 letters to Charles Marshall reprinted by G D H and Margaret Cole in 1930, this collection of writings on Ireland consists of material now first reproduced.

Cobbett's only visit to Ireland was in 1834, nine months before he died. The "little book" he promised to produce about his experiences never came out.

His travels in Ireland, where he was welcomed as a champion of Irish rights, gave him ammunition in his fight against the proposed Poor Law Amendment Bill which he was convinced would reduce the English tenant farmers and farm labourers to the conditions of their Irish counterparts. Cobbett was staunchly traditional in his views, and matter-of-fact in his approach to things. There was no "Jack is as good as his master" nonsense about him. But he belonged in spirit to a time at which to rights and privileges there were attached limitations and duties. He denounced those who believed this was not so,

Words of warning

by Pierre Watter

that property rights were absolute, allowing the landlord, if he wished, to drive his tenants off the land no matter what became of them. This was to him the new dispensation, the work, he claimed, of Scotch "vagabonds", "vultures" disciples of the "nasty and greedy parson Malthus" in disclaiming all responsibility for the fate of the poor.

His letters to Charles Marshall stress that if this refusal of responsibility were to become the law, tenant farmers and farm labourers would be forced to live as the Irish catholics then did; and that it behoved all the prospective victims of this projected amendment to understand what was intended thereby, what it would result in, and fight it tooth and nail. His own responsibility, he wrote, was to make this clear to those not in a position to see it plain. And it is for this reason that he intended this collection of writings to be subtitled "a warning to England".

Cobbett is no subtle theoretician in political-economy. What concerns him is people and their welfare in simple, self-evident terms: bread, meat, adequate housing, security. In painting the miseries of the Irish, he insists that it is largely owing to absentee landlords that the agricultural produce of Ireland, in his estimation, exceptional quantitatively and qualitatively, is wholly consumed elsewhere, while its producers are compelled to live on the coarsest kind of potatoes, "lumpers", scorned even by pigs.

Cobbett argues that the inability to deal with absentee landlords, with the disabilities visited on Catholics, with the expropriations of the Irish landowners religious and lay, with the absence of any Poor Law – all stem from the want of native Irish parliamentary institutions, from Ireland's sending to Westminster representatives (mostly of the oppressors) who, even if they championed the Irish would inevitably be swamped by the overwhelmingly greater number of English and Scots members.

But the Irish are not just sufferers of the injustice of foreign occupation; they are a permanent example to English landlords of what increased revenues they could draw, if they could bring their tenant farmers and labourers down to the level of the Irish. It is not only for their own good that the Irish have to be championed; it is as much for the good of their English counterparts. Cobbett opposed the Act of Union on this and related grounds.

Cobbett's prose mirrors the man: simple, direct, clear. His writing is vigorous and trenchant, that of one who goes straight to the point as he sees it, and says exactly what he thinks necessary, no matter who or what is in question. Everyone interested in the history of Ireland will profit from reading this compilation.

Women and war

Robin Buss at the 28th London Film Festival

Top: Jean Cocteau; above: a scene from "A Tale of Wanderings"

The London Film Festival is not an event, but a series of events, catering for lovers of jazz, boxing, rock videos and silent classics, as well as for film fans, casual visitors and family audiences, and branching out this year from its home in the National Film Theatre to seven other venues in London and sending some entries on tour to a dozen other cities in Britain. Some of the 140 films have already gone on release or will shortly be seen on television; many you will never get the chance to see again (and some were not worth seeing in the first place). Various directors, from the 40-odd countries represented, were on hand to talk about their work and there were some unforgettable moments, like the arrival on stage after **The Killing Fields** of Dith Pran and Sydney Schanberg, as well as the actors Haing Ngor and Sam Waterston who played them and members of Dith Pran's family who managed to escape from Cambodia. Now that was an event.

So much so, that the emotions aroused by the reception given to the real-life protagonists of David Puttnam's film and the evidence of their own feelings on the occasion, did not make for balanced judgment. *The Killing Fields* centres on the friendship between an American reporter and his Cambodian guide against the background of the fall of Phnom Penh and the atrocities of the Khmer Rouge regime. It illustrates the best and the worst of contemporary British cinema, the best being the quality of the production, the worst being the lack of focus which means that in the end you are left with no greater understanding of these two men's devotion to each other, than of the politics of South-East Asia against which their friendship was tested.

The Killing Fields is a British production, but an international product, in contrast to the almost aggressive Englishness of the other British entry shown on the same day. With a script by Alan Bennett, A Private Function could hardly do otherwise than probe the more bizarre corners of British life and speech, exploiting the farcical aspects of postwar rationing and the affection of two men for a pig. The functions it celebrates (eating, digestion and excretion) are universal, but only the British find them quite this funny and relate them so closely to their equal obsession with class. And just because it is unashamedly English, *A Private Function* will no doubt be an international success: it is an illusion to think that no one enjoys laughing at us as much as we do ourselves.

James Park, in his book[1] on the new British cinema, discusses this question of whether British directors and producers should aim at an international market with big-budget productions or risk parochialism (and financial losses) with the treatment of more exclusively British themes. Park is mainly concerned to remind us that the cinema is an industry, rather than to assess or analyse recent work in it, and much of his material is culled from interviews with those involved. This tempts him into the irritating habit of ending every second paragraph on a quotation and, since his own views are expressed in pure platitudes, makes a basically useful book read as if it had been compiled by an unimaginatively-programmed computer.

One message that does penetrate the constricting formula of Learning to Dream is that it would be unwise to overestimate the "renaissance" of British cinema. Understandably, the 28th LFF made celebration of this rebirth one of its keynotes, but the real meaning of the festival emerged more obliquely. There were, for example, a number of films from different countries about women either learning to live without men or discovering a new independence in their relationships. Ahmed Jamal's *Majdhar*, made by the Retake film and Video collective, deals with the life of an Asian woman in London deserted by her husband. The same information in *Fauzia* (Rita Cahill) is too abrupt to be entirely convincing, while the film made across the sea not to look at a problem in contemporary British society (and, if nothing else, made a change from all those recent British films about middle-class love affairs in a pastoral setting, pre-1950).

Having to fend for herself, Fauzia emerged stronger than her husband, like the heroine of Aline Issermann's **Le Destin de Juliette**. Unlikely though it may seem, this story of a forced marriage was based on fact and Issermann has made it with insight into the unhappiness it describes and remarkable sympathy for the violent husband. The American melodrama *Haunted* (directed by Michael Roemer) was a more ambiguous study of a woman's feelings, with an exceptional performance by Brooke Adams. Chantal Ackerman, one of the women directors represented in the festival, wittily described her attempts to avoid meeting an unwanted lodger (**L'Homme à la valise**). Despite employing two photographers, Ackerman insists on a motionless camera in front of which She and He drift in or out of frame. It usually has the effect of sending me to sleep, but not this time.

The ultimate vision of a woman's world came in the Polish science-farce **Seymilion** where, as a result of nuclear war, all men have perished except two, deep-frozen in a survival experiment. Feminists may have been irritated by its ostensible message (women need men), though male chauvinism is also attacked – indeed, the director, Juliusz Machulski, makes a comprehensive attempt to offend everybody. He is no fool: outrage at the sexual comedy may have diverted attention from the fact that this is a political allegory directed against any ideology, however admirable in theory, that suppresses the investigation of alternatives. The Soviet film **A Fairy Tale of Wanderings** carried a rather similar message when it implied, in one scene, that the life of a single child is worth the sacrifice of a scientific invention that may better humanity.

One day, when we are no longer at war with Argentina, films like **Los Chicos de la guerra** may get a wider showing; as it is, they were only shown here on the understanding that they would be returned at once to the enemy. Bebe Kamin's film describes the experiences of three young Argentinian conscripts before and during the Falklands crisis; it is more about war than about The War and suggests that Argentina gained some understanding of its own society from what happened in the South Atlantic; we just gained an illusion. Argle, directed by Jorge Blanco, deals with the same topic through the relationships of an

[1] *Learning to Dream. The New British Cinema. By James Park.* Faber £3.25.
[2] *American Film and Society since 1945. By Leonard Quart and Albert Auster.* Macmillan £13.00 and £4.95.

Old school guy

Orwell's England.
A National Theatre workshop. Presented by the NT Education Department at Eton College, December 1.

The occasion was bound to mean more than its constituent parts. This sort of material in this place inevitably set the visitors from outside looking and listening almost as much at the boys and masters as at the performance.

The small (two women, three men) company have played 77 times in 40 venues over the last two or three months. They are now off to Germany for two weeks; they will be a huge success there. But there *had* to be a performance in Orwell's old school. Predictably, it was the College which asked for it; and, just as predictably, enjoyed it.

What has been put together, and it is a collective effort, is a two-hour serio-comic-musical montage, largely drawn from Orwell's writings. The first half, in its serious parts, uses notably some of the material on the iniquities of the class system, the public schools, privilege of all kinds. The stress in the second half is more on unemployment (this comes over as dreadfully up-to-date), the workhouses, the sheer hard slog of so much working-class labour at the time. Throughout, light relief is provided by acted-out extracts from some of Orwell's wittier essays – Boy's Weeklies, Seaside Postcards. More surprising, this very talented team (one of the girls can play 20 different instruments) belt out at intervals and usually in their own hot versions the songs of the period.

In a way it all hangs together though some parts work better than others. The acting out of Donald McGill jokes is particularly effective. Orwell's crustier prejudices and more provocative assertions from *As I Please* come over fresh and comical as well as penetrating. The musical inserts were sure winners from the start and sometimes half-threatened to swamp Orwell. Watching Etonians enjoying the guying of their Boating Song, having their cake and eating it, alone made the journey worthwhile. And the trumpet's great syncopated blasts reminded those of us old enough to have seen *Genevieve* on its first showing just how provocative that instrument can be in the hands of a woman.

The series extracts were all in all well chosen and well delivered. My only worry is a recurrent one with platform performances nowadays; the performers tend to over-egg passages of social criticism. This was most evident here towards the end, when a long extract from the description of face-work in the mines, from *The Road To Wigan Pier*, was declaimed in such a way that one couldn't help wondering whether the players had said to themselves: "This is Eton, the home of privilege. There's a dreadful miners' strike on. Let's give it to them hot and strong." Well, yes, but Orwell's words must be allowed to make their own effect. More, he was writing 50 years ago. The miners' strike today is not in reaction to such conditions; it's very much more complex. True, the passage stilled most of the audience – it is very powerful. Yet I expect some of them noticed the archaic, rhetorical overkill.

Very much more impressive, much more justified and to the point was the last long passage – Orwell's mid-forties vision of a less class-bound, fairer and gentler socialist Britain for after the war. As the catalogue of unacceptably privileged events, acts, styles rolled on, and as you registered that almost all of them are still in existence and still strong, then you looked around that audience and thought: I hope at least a few of them are taking the sad ironic force of these things being brought into relief, at this time, in this place. Forty years on . . .

Richard Hoggart

Display of magic

The Wizard of Earthsea. Adapted from Ursula Le Guin's book by Shaun Prendergast.
Unicorn Theatre at the Arts Theatre. Until January 13.

The Wizard of Earthsea is not an easy choice for the adaptor. It is a long and complicated novel, a tangle of adventures, voyages (some of self-discovery on the part of the hero, Sparrowhawk), magic, death, dragons and transformations. My party of 10-year-old samplers consisted of one Le Guin buff and three who had not read the book. Shaun Prendergast has met the challenge well: the fan was not disappointed and the others found no difficulty in following the sequence of events.

Lynn Whitehead, who plays Sparrowhawk, must take some of the credit for this clarity. The young hero has to learn to cope with himself – his magic powers and his overreaching personality – as well as all the difficulties of rivalry and the demands that are made on one with a mage's responsibilities in the fantasy archipelago where the story is set. Ms Whitehead's absolute conviction – setting out to see in a make-believe boat or stilling dragons – is infectious.

There are some chilling moments, especially when the amorphous shadow whose name the hero must guess takes the stage. The transformations are simply but convincingly done and the display of magic is much more enjoyable within the context of the story than it would be simply as a series of tricks. Nicholas Barter directs with a sure hand and Ilona Sekacz's music adds the right otherworldly atmosphere. Recommended for over-sevens.

Heather Neill

Next week

David Wright reviews *The New Oxford Book of Eighteenth Century Verse*; Sylvia Clayton on Jane Austen

WHO DARES WINS AT LINGO
See page 22

Bizet bombshell

Rupert Christiansen on a new operatic initiative

Carmen
Prince William School, Oundle.

"It's like having a posse of Olympic medallists in to train up the athletes. Everyone is finding themselves capable of things they never knew they could do." Thus Chris Lowe, Headmaster of Prince William School, Oundle, on the bombshell which has beneficently exploded on the premises. In collaboration with the John Lea School in nearby Wellingborough, a production of Bizet's opera *Carmen* is being mounted – an ambitious project even for comprehensive schools with as strong musical traditions as these, but lifted here on to another plane by the participation of the Royal Opera House, Covent Garden.

Pauline Tambling, the Royal Opera's Education Officer, has administered the scheme, the first of its kind. "It's an exercise in cooperation", she commented, "but the production has remained very much a school affair. We're just on hand to help and advise in any way we can." She very much hopes that similar collaborations with other schools can be arranged annually.

Ex-music teacher and member of the Royal Opera chorus Elizabeth Sikora sings the title-role, opposite the distinguished tenor John Dobson as Don José. Local teachers take three other leading parts, but otherwise the stage is entirely populated by students of the two schools. "It's difficult to find an opera with which today's teenagers can identify, and which also has some small parts and a lot for the chorus to do," said Louis Gill, Head of John Lea, and co-producer with Chris Lowe, "but *Carmen* really seems to have grabbed everyone, and we've managed to involve over 200 students in some way or another".

In all-day weekend rehearsal, the enthusiasm and energy flowed unremittingly. From Covent Garden, the famous *répétiteur* Nina Walker, more used to accompanying the likes of Montserrat Caballé, worked the cast through the scene with a hard attention to detail and clarity, while Marian Brydlir, another chorus member with "opera in education" experience, leapt on and off the stage shouting encouragement – "Don't just stand there – react! You're in Seville and it's terribly hot!"

In the last two months since work started in earnest, the schools have paid regular visits to the opera house's lighting, props, wardrobe and make-up departments. Press Officer Katharine Wilkinson has guided the publicity arrangements; designer Mike Beckett has given a demonstration; staff from the Royal Ballet have coached the dancers. Students have also attended rehearsals and performances of the Royal Opera's recent *Carmen* revival, causing among other things a sharp increase in the Northamptonshire subscribers to the José Carreras fan club. "I'd never given opera a thought", one girl told me, "but now I just can't help being interested."

Neither of the participating schools has extraordinary facilities or resources, but they do seem to have found heroic amounts of good will, enthusiasm, and commitment to match and make the best of what Covent Garden is offering. All too often, the school end-of-term show is just a bit of a romp which serves to let off steam and channel dangerous energies – but Oundle's *Carmen* has already proved an enriching educational experience, and those lucky enough to have tickets will find it a rewarding artistic one too.

Performances on December 11, 12, 15, and 16 at Prince William School, conducted by Vincent Davy, are already sold out. BBC Radio Northampton are hoping to record extracts, and the whole project is being extensively videoed.

Literary competition

Competition No 57. Report by Scylla.
As one who rarely passes an Elf Petrol Station without muttering, "Where Elf the sacred petrol ran," I took much pleasure from reading this month's entries of iconoclastic changes of words in famous lines. As I might have expected, the single lines were on the whole better than the continuous ones, where you were lured into making more than "slight changes" and departing too much from the originals. After much thought I decided to print only two of the simpler ones: £5 to Jelediah Barrow for his version of Alph and £6 to John Dennis and the Lower Sixth of Patchway High School, Bristol for "Jerusalem", the first verse of which I thought very good.

In Xanadu did Kubla Khan
A super Laundromat decree,
Where Alf, the drunken plumber ran
Past piping measureless to man
Home to a bunless tea.

And did those peas in ancient time
Form into mushy mountains green?
And was the holy lamb or cod
On England's greasy lunch plates seen?

I will not cease from lentil fight
Nor waver from my fibre plan
Till we've enriched with vitamins
All England's green and pleasant bran.

Next, the group of single lines. £4 each to the following:

Cry "God for Harry! England and Boy George!"
But she is in her cups, and, oh,
The difference to me!

Not with a banger but a Wimpy.
R and E McElveen

"Is there any bloody beer?" said the Traveller.

Come into the wardroom, Maud.

Yes. I dismembered Adelstrop.
David Toley

Here the voice of the bored.
It seemed that out of teaching I escaped.

Now wash the crimson drawers, now the white.

I wish I knew why Helen lies.
George Moor

Take, O take those chips away.

O Mistress mine, why are you foaming?

Tell me where is Nancy's bed.
Robin Ravensbourne

Ay, now the soup thickens.

Put out the cat, and then . . .

And therefore never send to know for what the bell tolls; it tolls for tea.
Michael Wardell

£3 each to the following:
There's a vestless nun in the Close tonight.

They told me, Heraclitus, they told me you were Red.

In the room the women come and go
Talking of Daz and Fairy Snow.
D A Prince

O Turkey! Shall I call thee bird,
Or but a wandering meal?

To borrow, and to borrow, and to borrow,
Creeps on this petty cash from day to day.

Season of mists and yellow fruity pops.
Audrey Bradshaw

O Mistress mine, where are you roaming?

My heart leaps up when I behold
A Jumbo in the sky.

Nymphs and shepherds, go away.
Joan Evans

Many more of you produced one or two memorable lines. Sidney Bunt had the Boy George line printed above. Here are some of the others:

O Rose, thou art thick.
V Ernest Cox

Toupée or not toupée
Our little life is hounded by a bleep.
E J Elwin

Reader, I slept with him.

O my prophetic soul! My Aunt!
Catherine Hunt

Is this a lager that I see before me?

Tomorrow to fresh nudes and postures new.
Tom Donnelly

Behold her singlet in the field,
Yon solitary Highland lass!

I struck the bawd, and cry'd,
No whore.
Bill Greenwell

Finally, one of the best single lines:
There's a breathless lush in the Close tonight.
Eve Ryman

Competition No 58. Set by Charybdis.
Desperately difficult to say anything new about Christmas, but Dickens, if living today, would doubtless have managed to do so. Excerpts, please, from a Christmas Story appropriate to 1984, *either* with a Dickensian flavour (you can use Dickens's own characters if you like and, if necessary, blend the books – Pickwick and Scrooge, for instance, could appear together) *or* with a flavour and with characters all your own. Up to 250 words – Xmas largesse in itself! Closing date: December 18. (With Christmas mail delays, advisable to get entries in early.)

Lingo

A Christmas competition

Last week we launched a six-part competition – with book tokens worth £200 as prizes – open to all readers of *The TES*.

The competition will run in six weekly parts until January 4, whereafter entries for all six parts must be submitted, on one sheet of paper, to Linda Bartlett, LINGO Competition, *The TES*, Priory House, St John's Lane, London EC1M 4BX. The closing date is January 18. Those who missed the original announcement of the rules, together with Part 1, should consult page 26 in last week's *TES*.

Part 2

All square!

Number buffs are fond of magic squares. The same sort of trick can be performed with letters, so that they can make the same words horizontally and vertically, like this:

CAR
ACE
RED

1: Make up *four* word squares, on the model given above.

2: Now make up a further *three* word squares, but with four letters horizontally and vertically, and then one further square with *five* letters horizontally and vertically – much more difficult! (Tip: it's easier if you choose words in which consonants and vowels alternate.)

NB: The words in all your squares must be different. No word to appear more than once, and no proper names to be used.

Last night of the Proms

Schools Prom.
Royal Albert Hall, November 28.

The last night of the 1984 Schools Prom lived up to expectations with the biggest applause of the three days going to the smallest performers (courtesy of Offenbach). Though it was the agility and flamboyance with which they dispatched *Can can* that brought the house down, anyone who thinks a steel band can only play loudly has never heard Orchestral Steel's dramatic rendering of Ravel's *Boléro*. A clamber group cannot hope to make such an impact, yet throughout, the chamber music has been remarkable for its quality and adventurous choice of repertoire. Quality is to be expected from groups such as the Davis Quartet, trained by Sheila Nelson, who gave us the finale of the Haydn G Major Quartet No 4. Their cellist, Robert Max, had an unprogrammed slot to perform the Martinů Theme and Variations; it seems unlikely that this will be the last time this talented young performer will appear on stage at the Albert Hall. Who would have thought 10 years ago that Malcolm Arnold's Brass Quintet would appear on the programme of a Schools Prom? The Tower Brass Ensemble, an unusual group facing the obvious problem of finding suitable repertoire, were equally at home with music in a lighter vein, an arrangement of the tango *La Cumparsita* by Rodriguez.

Wednesday night was the night for choirs. Ludlow School's *Willow Pattern*, a graceful Chinese music and mime entertainment, works because of its attention to detail at all levels: the drama, pared down and set to poignantly appropriate music, the costumes and make up, the controlled movements of the dancers. By contrast Holmfirth High School Boys' football saga *Saturday Afternoon* appears at first hearing to be a romp and little else. Apart from providing a meaningful context in which boys can enjoy singing, it is an example of what many a director of a more formal choir strives to achieve: good part singing, clear dictation, exciting presentation and more besides.

The promenaders were foiled in their attempts to join in with Jazz de Sud's *Lulworth Cove* when free improvisation took over. The style of this band – cool, if sometimes overpowering, volume-wise – was well suited to *SP84*, a tenth anniversary paean for trombone with Don Lusher once again in the solo spot. Jazz de Sud's director, Bob Jenkins, says it is sometimes difficult to rehearse the band because its soloists are constantly in demand from local youth orchestras. And it was left to one of the newest and brightest of our youth orchestras, the City of Sheffield, and the outstanding young violinist Nigel Kennedy, to round off a memorable 1984 Schools Prom with the breathtaking *Carmen Fantasy* by Sarasate. Not forgetting *Land of Hope and Glory*, of course.

Philippa Davidson

The Schools Prom is sponsored by The Association of Music Industries, Commercial Union Assurance, The Rank Organisation and The Times Educational Supplement.

Pot bound

Techniques of the World's Great Masters of Pottery and Ceramics. Consultant Editor: Hugo Murley Fletcher. Phaidon/Christies. £15.00.

This is a book of beautiful colour photography and superb colour printing. It is also a collection of individually entertaining and erudite articles on various fascinating historical developments in pottery and ceramics. "Techniques of the World's Great Masters" it is not.

The first essays reflect the division between craftsman potter and manufacturer. The foreword refers to a centuries-old coexistence of the two parallel methods of production. The following groups of short articles, on Lustre, Serves, Blue and White and Kakiemon, ignore this division – naturally enough since the division relates to contemporary British concepts rather than to production in other times, other places. Apart from tracing the development of European porcelain (the date of Böttger's discovery is given often and variously) iconography rather than technique is the thread of each story. This shows in the titles of further sections "Observation of Nature" and "The Debt of Metalwork".

The text, although of much interest, particularly in its emphasis on interrelations between East and West, is rather brief and uncoordinated. There are occasional references to the economics of production, but they are not developed in any coherent manner. The foreword promises "an exploration of various strands and recurrent themes that play an important part in the world of the maker of pots". The world displayed here is the world of the saleroom, the book an imprimatur on the raising of William de Morgan, Bernard Leach and Hans Coper to the Pantheon of Higher Collectables.

Maggie Angus Bernowitz

A role for life

Masquerade.
Breakout Theatre Company.

With admirable thoroughness, a newly-established TIE company has been "road-testing" its first production before it begins touring in the new year. Breakout, a company formed under the Inner-Action umbrella, has given 10 show-case performances of *Masquerade* in north London comprehensive schools. After evaluating the comments of both pupils and teachers, the director and company will spend the Christmas holiday period "pointing and sharpening" the show.

Masquerade is a 60-minute programme for upper secondary school pupils. Using both masks and life-size mannequins it investigates the contention that everyone is an actor, that all through our lives we are forced to play various roles. An introductory narrative about an aging cabaret artist and his two daughters who run the Little Theatre of Disguise gradually gives way to more participatory scenes in which the audience is directly involved.

The experience of the show-case performances has convinced the company that these work best with fourth and fifth-form pupils (and in co-educational schools). Certainly they deal head-on with such adult issues as colour prejudice and sex equality. The former is adroitly handled in a sequence in which a boy brings his coloured girlfriend home for tea with his parents. A powerful scene in any context, its relevance is considerably enhanced when the parts of both the boy and his mother are improvised by members of the audience.

Demanding though it is, (and it is already clear that schools with an active drama tradition will get more out of the production than those in which drama is just something to be watched) *Masquerade* is also tremendously good fun. The Little Theatre of Disguise know their business; they are frequently very funny and nothing short of riveting when they sing in a style which can best be described as *a cappella* be-bop.

Hugh David

Further details about Masquerade *from Ralph Lister, Breakout Theatre Company, 15 Wilkin Street, London NW5.*

The young ones

The Trouble with Kids Today: Youth and crime in post-war Britain. By John Muncie.
Hutchinson £5.95.
The Girls in the Gang. By Anne Campbell.
Basil Blackwell £14.95.

I can't imagine there are many people who will turn to yet another text on the sociology of delinquency with undiluted enthusiasm. Since the mid-seventies, the subject has become so securely installed in higher education that its main arguments and counter-arguments have developed an almost ritual appearance. First of all, three lectures damning the biological and psychological approaches, then two on the Chicago Ecologists, one each on A K Cohen and Cloward and Ohlin, two or three on Becker and Matza and Lemert, and then it's back to homeground for the long familiar trot through drug-takers, Mods and Rockers, subcultural solutions, resistance through rituals, and Willis's "lads" happily colluding in their own domination. One final lecture on the neglect of women and blacks, and then everyone can trot off to the examination hall and reproduce it all.

Muncie, therefore, performs something of a feat in still managing to convey a sense of novelty. Alongside Jock Young and Stan Cohen and Paul Willis, there's hard material on CND, the anti-Nazi League, Greenham Common, Rock against Racism, Operation Julie, the iniquities of SUS, and the music of Spandau Ballet. And Muncie is refreshingly meticulous. None of this exactly makes it a book to be read from cover to cover, but certainly it is sufficiently lucid and encyclopedic to deserve a place on any reading list.

Anne Campbell's research is based on an intensive three-year study of New York girl gangs. Most of those involved had come to the United States as toddlers from Puerto Rico and drifted out onto the streets with their mates when an early pregnancy – which they typically went through with – ruled out the traditional career of a white wedding, apartment "plush with velvet", and acceptance by the local community. The most interesting theoretical feature of this detailed and readable study of the girls' involvement with drink, drugs, violence and sex is Campbell's evaluation of the ethical content of the gang subculture. For as Muncie points out, the lack of research in this area means that "delinquent girls have not generally been portrayed in the same way as their male counterparts as imaginative and important critics of the social order".

Unfortunately, though, for any who might be inclined to adhere to what Jock Young has labelled the "left idealist" position, there is very little here to suggest that female delinquents are proto-revolutionaries or rebels against gender stereotypes. Campbell is in fact insistent, almost polemically so, upon the conservatism of her subjects. "The gang is not a counter-culture but a microcosm of American society . . . Gangs exist not in an anomic vacuum where sex roles are forgotten . . . Girl members as women want to be American, to be free, to be beautiful, to be loved . . . First a good husband . . . Second, well-dressed children. Third a beautiful suburban apartment. Later for the revolution."

She might, however, be rather less assertive on this aspect of her study if she were more familiar with contemporary British subcultural theory, particularly with Dick Hebdige, Phil Cohen, Paul Willis and others who argue that the "radical" character of particular youth cultures needs to be subtly assessed. Resistance to dominant values may indeed by short-lived, magical, eventually counter-productive, but that does not mean that its existence should be denied or minimized. In all this, Muncie would make an admirable mentor.

Laurie Taylor

'Scenes at Lime Street Station, Liverpool', *Picture Post*, 1954 – one of 150 illustrations to Arthur Marwick's entertaining Britain in Our Century, "the story of what has been happening to Britain and her people" in the last 80 years (Thames and Hudson £12.95).

Success

How to Help Your Child Succeed at School. By Jean Lawrence.
Open Books £3.95. 0 7291 0169 X.

Not many headmistresses and researchers can nowadays claim that neither of their parents went to school. Doctor Lawrence's father tried it for a fortnight but then stopped because he was told that he had to wear shoes.

Her father could not afford clothes and she herself was brought up in a house with no bathroom, went to the public baths on Friday nights, slept in bug-infested beds, used an outside loo overrun with beetles from a neighbouring leather factory and still remembers the smell of soft-soap used in de-lousing. Not surprisingly, she remembers that her mother used food as a cure for almost anything and that she taught her daughter never to tell her husband bad news before they had sat down and had a meal.

Where there is laughter, most children will perk up, and one of the most natural messages in this relaxed, brief and polished book is that what parents can do best in helping their children to succeed is to cheer them on, listen to them, console them, chivvy them, and generally do the thing called loving.

It asks us to recognize that schools have an enormous capacity to assess children in almost every activity they enter. The guidance which emerges is likely to give most help to those parents who are not afraid or scornful about school because they themselves failed or were adversely labelled by their own teachers. Nevertheless, some parents who were successful at school are nowadays turned off by parents' evenings because they are predictable, boring or mealy-mouthed. And parents cotton on quickly to teachers' long-established stratagem of not predicting success in case public examinations let them down.

That apart, the balance of this guide is interesting in the weight it places on what are described as reward techniques and on behaviour modification. The A to Z format allows a good thumb-nail sketch to be drawn of inadequate schools, it explores the idea of parents being quickly able to learn how to teach certain things without a risk of explosiveness from the unions – and it gives a particularly neat and clear account of what it is that special needs now mean and what it is that parents' entitlements now amount to.

Although this is not a parents' charter it is worth half a dozen (or more) Green Papers. Every confident head ought to have a copy to lend to parents who are disgruntled, over-difficient or unaware of their own importance in the process of schooling. It is honest, up-to-date, scrupulous and accurate.

J G Owen

Webb-weaving

The Diary of Beatrice Webb. Volume Three 1905–1924: The Power to Alter Things. Edited by Norman and Jeanne MacKenzie.
Virago Press £20.00. 0 86068 211 0.
Beatrice and Sidney Webb, Fabian Socialists. By Lisanne Radice.
Macmillan £20.00. 0 333 36183 0. £8.95. 37888 1.

It is a common experience that the opening chapters of autobiographical writings are far more interesting and absorbing that the later ones which are so often just recitals of public careers and public figures. The opposite is true of Beatrice Webb's diaries which have increased in fascination as the series moves on. In this third and penultimate volume we find the Webbs at the height of their pervasive influence, on intimate terms with the leading political figures in all political parties and most movements for social reform. The book ends with Sidney as a cabinet minister in the first Labour government.

Beatrice's sharp and penetrating judgments on the people around her are a delight to read, however much we disagree with them, and we can see that her opinions of, say, George Lansbury or G D H Cole were inevitable, given her point of view. For the social historian there are marvellous insights about the Royal Commission on the Poor Law, of which she was a member, on the political conduct of the First World War, the break-up of the Liberal party and the rise of Labour. Gossip-lovers will find much interesting material on the behaviour of people like Shaw, Wells and Russell, who lapsed from the severe precepts on moral behaviour which Beatrice Webb took for granted.

And behind the public person is the woman, conscious of growing old, continually losing relations and friends, and feeling that her work was done, even though she lived for almost 20 years after the close of this volume.

But not everyone interested in the role of the Webbs in British life wants to read the three million words of Beatrice Webb's diary, even in the edited published form. Lisanne Radice sought to give an account in one volume of their life and works, and actually employed a research assistant, Maureen Gilbert, to undertake "the daily grind of reading the Diary and the letters with an astonishing cheerfulness while at the same time skilfully and patiently extrapolating the most significant passages".

Any scholar can sympathize, and the author competently defends the Webbs against the charge that they "were bureaucratic collectivists at best and totalitarians at worst", seeing their enthusiasm for the Stalin Constitution as "the misjudgment of two elderly, disillusioned sexagenarians, who characteristically saw in Russia only what they wanted to see". We will have to wait for the final volume of the Diary to weigh that conclusion for ourselves.

Colin Ward

PAPERBACKS

Patrick White. By John Colmer. Methuen Contemporary Writers £2.25. In a concise 90 pages the focus is largely on the strain between White's imprisonment within himself and his readiness, in the words of the Swedish Academy, to consume people as the raw material of his art. It covers plays and short stories as well as the 11 published novels.

Iris Murdoch. By Richard Todd. Methuen Contemporary Writers £2.25. Summaries of plots which in 21 novels over 30 years cover much suffering, deceit, fatigue, drink and the equivocations of sex might do less than justice to Murdoch's persistence in taking risks. The balance is put right by giving prominence to her complex understanding of realism.

Language and Fiction. By David Lodge. Routledge and Kegan Paul £4.95. As a formidable novelist in his own right, Lodge now adds second thoughts to this standard text. The centrality of language in fiction is still the main message but without an insistance on the indivisibility of its form and meaning. There is also some place for the formalist criticism of narrative.

J G Owen

Henry James: A Little Tour in France (Oxford Paperbacks £3.50) is a delightful little work in a style quite untypical of the novelist. Free of *anatomical anecdotes*, simple to read, full of charm and quirkiness, the work deserves to have a place among the classic light-weights of travel writing. **Joseph Conrad: Within the Tides (Penguin £1.95)** brings together several short stories, perhaps not vintage Conrad, whose style and effects are not wholly suited to the brevity required by this class of fiction. None the less they are worth reading, and may encourage new readers to sample the longer Conrad classics.

Henry James: The Awkward Age (World's Classics, Oxford £2.50). The work, a turning point in James's novelistic techniques, has a good introduction by Vivien Jones, which shows the change to consist in the author's relinquishment of the omniscient commentator, leaving the reader to interpret the story as best he may.

Pierre Walter

Mr Fortune's Maggot. By Sylvia Townsend Warner. Virago £3.50. The theme of this book is conversion and faith on a remote, idyllic South Sea island. An earthquake turns out to be also a destroyer of faith. The story is serious; the descriptions of places and people perceptive; but the style, in pleasing contrast, is sophisticated, detached and witty.

A Jacobite Trilogy. By D K Broster: The Flight of the Heron; The Gleam in the North; The Dark Mile. Penguin £4.95. History, adventure and romance are blended into a convincing and gripping account of the Rebellion of the Forty-five. These are novels but recreate the heated emotions of the period where civil war divided families and loyalty to a cause could mean death.

The Short Stories of Thomas Hardy. By Kristin Brady. Macmillan £6.50. This is an informative critical analysis of *Wessex Tales, A Group of Noble Dames* and *Life's Little Ironies* considered individually and in relation of Hardy's novels, poetry, letters and diaries. Kristin Brady chose to examine these as they exemplify three distinct kinds of story and Hardy himself thought well of them. Other stories are also briefly considered.

Katya Walter

Classics in Murder, edited and introduced by Robert Meadley (Xanadu £4.95), is a collection of essays on murders which in the past have satisfied the public's instinct for "drama". Some grisly, some charming, these stories about murderers famous and infamous almost uniformly point out that it is simply carelessness that keeps the perfect crime from being committed.

A Clutch of Curious Characters, edited by Richard Glyn Jones (Xanadu £4.95), is a treasure trove of eccentrics testifying to the lost cult of individuality. Certain pieces are over-written, but this in no way detracts from the excessive peculiarities of behaviour they address.

Brandon Russell

Not just case studies

The Physically Handicapped Child: an Interdisciplinary Approach to Management. Edited by Gillian T McCarthy.
Faber £12.50. 0 571 13263 4. £6.95. 13204 9.

Where once a physically handicapped child was identifiable only in terms of a medical problem presented by his condition, current practices favour a holistic approach. Handicapped children are not just case studies, and if we are to free such children from their isolated lives and help them to realize their full potential, a team approach to management is necessary to cover all aspects of their needs. This philosophy underlines Gillian T McCarthy's new resource manual, *The Physically Handicapped Child – an Interdisciplinary Approach to Management*. Ms McCarthy, the editor, has gathered contributions from paediatricians, nurses, surgeons, physiotherapists, engineers, social workers and others in the field.

The articles cover a daunting array of topics from spina bifida to limb deficiency, from wheel chair engineering to sex education, from assessment to nursing care. Such numerous topics give an indication of the many medical, educational, social and emotional issues involved in the raising of a physically handicapped child.

Many of the articles are written in clinical jargon and the editor has astutely provided a glossary in the front of the book. There are also bibliographies following each chapter.

A good balance is achieved between high tech treatment of disabilities and the emotional needs of the child. For the most part, the authors provide concrete solutions to real problems. However, in the final chapters on adolescence when social integration and sexuality become key factors, the reader, like the parent, is faced with more problems than solutions.

Gillian McCarthy should be praised for editing this comprehensive and valuable book. However, it is disturbing to find the faces of the children in the photographs blocked out, reminiscent of prison photos. Although there must be good reason for this, it seemed to put the children back into the category of case histories.

Margaret Childs

SHERRY TURKLE
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GRANADA

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Wayland £4.50 each.

The Franklin Watts "Behind the Scenes" series has been designed to give readers "a guided tour around the private worlds of familiar places". Five of the seven titles are set in Australia; yet apart from the predominance of marsupials at the zoo, bakery workers in shorts and unfamiliar vehicle number plates, there is little here that will draw the attention of British children to the fact that the illustrations come from "down under".

Indeed Chris Fairclough's colour photographs are excellent in every way and the publishers have ensured that they are printed cleanly and crisply on every double spread. Susan Pepper's short text is concise and equally clear. Together these five books make a recommendable purchase for the topic library.

Film Studio is even more exciting, since the subject matter is less pedestrian and the book really does show a child what happens behind the scenes. My only quibble is that modern children would probably have found a book about a television studio just as interesting and more relevant (in the context of the private world of a familiar place).

Exactly how the Behind the Scenes books are published is revealed by Chester Fisher in the rather self-indulgent title *Publisher*. This is fine – provided children are aware that the production process he describes is specific to a particular publisher and to this special series of books. The danger inherent in such a tactic is that children will generalize from this rather atypical publishing operation and assume that all books are produced in the same way.

That this is not so can be discovered from scrutiny of the Cambridge Dinosaur Information Books. Note well the "Information Books" in the title, since the absence of chapters, sub-headings, an index, list of contents, glossary and, inexplicably, of page numbers (apart from in *The Football Match*) certainly sets this series apart from the Franklin Watts concept of an information book.

On the credit side is the bright colour artwork and the price, on the debit side a text which is uninspiring and often mundane. The illustrations vary from near-caricature in *The Football Match* and *Making a Record* to a fair attempt at realism in the others. I wouldn't have thought that many "young children" would be interested in knowing what went on behind the scenes at an athletics meeting, however well done, and only a minority may be interested in the *Horse Show*. *Making a Newspaper* is too general and only succeeds in making an exciting subject dull while *Making a Record* is highly technical and at least four reading years away from the semi-infant style adopted in *Markets*.

Given the deficiencies of this series in the field of information retrieval, only *The Football Match*, *How a Zoo Works* and *The Police at Work* seem to me to have the right blend of fact, text and illustration "to amuse and teach young children".

The In the High Street series, on the other hand, is aimed at a higher age range and has been effectively produced with black and white illustrations and a fairly detailed and sophisticated text. These three titles are the latest additions in what is already a substantial series of topic books, designed to teach children how "the nation earns its livelihood". They are therefore of equal relevance to the career shelf and the shelves of social and environmental studies.

The subject matter of *The Electricity Showroom* is broader than its title seems to imply and the author goes on to describe power stations, nuclear energy, the National Grid, electricity and pollution in a book of universal application. The same cannot be said of the other two books in the series which are seriously diminished because they describe in detail the workings of specific organizations – the Halifax Building Society and the Mecca Leisure Centre in Bristol – instead of treating them in general.

Philip Sauvain

Minority moves

Voices from the world of alternative publishing were heard at a **Children's Book Circle** meeting last week, when a panel of ethnic minority publishers/booksellers (Yvonne Spence, Eric Huntley and Amand Kumria) and a professional story teller (Grace Hallworth) bravely addressed themselves to questions about publishing for a multi cultural society.

At a meeting on the same subject a year ago a group of "mainstream" publishers faced "barely concealed aggression" for producing books, ostensibly for a multicultural society, from their own white, middle-class perspective. At the same time, though, it was argued that publishers should apply the same criteria to the publication of all children's literature, regardless of authorship. Literature cannot be written to order, to a formula; it must emanate from the working of the creative imagination upon personal experience.

Ethnic minority writers may have sufficient confidence to approach a community publisher, who will give help and advice. Being non-profit-making they are prepared to take risks with new authors. This can result in a "two-tier system", rather than genuinely alternative publishing. But, as one panelist said, "publishers are not the social services".

The tendency for mainstream publishers to poach successful writers from community publishers was variously welcomed and deplored by panelists. Deplored because it was felt that mainstream publishers could accept a social responsibility; welcomed because they were glad to see the work of ethnic minority writers receiving social and financial recognition. However, it was pointed out that there are ethnic minority authors who continue to avoid mainstream publishing, not wishing to identify with the values of the society which those publishers represent.

Other questions concerned tokenism, the depiction of racism in children's books, and the extent to which publishers, by book selection, should attempt to affect or reflect society.

Jennie Ingham

Communicate

Computer Languages. By Christopher Lampton.
Franklin Watts Computer Library £4.95. 86313 112 3.

A few years ago, alleged comparisons between programming languages at university level were appearing in publishers' lists every few months. This is a brave forerunner at beginners' level. Unfortunately the efforts at advanced level were all relatively unsatisfactory, and the problems get worse for beginners.

The difficulty is that programming languages do not merely differ in the facilities they offer to talk about a common universe, but severally presuppose distinct non-equivalent universes. Hence, to compare languages, you need to convey what their presumed universes are, not, as is normally supposed, what collection of features a particular language offers.

The other fault of this book is that it conceives of languages as "shorthand" for binary code, rather than as free-standing communication facilities; Mr Lampton's understanding decreases as he begins to tackle the higher-level languages that are the most useful for the beginner.

John Laski

In chains for Massa

The Diaries of Hannah Cullwick Victorian Maidservant. Edited and introduced by Liz Stanley.
Virago £5.95. 8608 385 0
By The Sweat of their Brow: Women Workers at Victorian Coal Mines. By Angela John.
Routledge and Kegan Paul £4.95. 7102 0142 7

The link between these books is Arthur Munby, a minor Victorian poet, an upper class author with a life-long obsession with lower class women. Harvey says in his *Companion* "He was secretly and happily married to his servant who refused to quit her station". Before marriage there were eighteen years of secret and difficult courtship. During this time Hannah wrote her diaries at her "Massa's" behest in order to keep him in touch with every detail of her daily drudgery. They married in 1873 and the marriage lasted 36 years.

Once married, Hannah stubbornly refused to continue the diaries or to change her way of life. In fact she lived for a time in the basement of Munby's Chambers in the Temple, more skivvy than wife. She even went out with him in her dirty working clothes. Included in the book are photographs of her well dressed and also a studio portrait of her as a "slave", wearing a chain and lock!

The more easily readable parts of the book are Liz Stanley's introduction and comments. Hannah was not very literate, she left school at eight years old, and even careful editing of her diaries has not made a smooth narrative. But there emerges with unique freshness and immediacy what it meant to be "in service" in the 19th century. A tale of endless daily chores (in intolerable working conditions) combined with personal service. The working day started at daybreak and ended at ten or eleven at night. Free time was limited to a few hours in the week and some time on Sundays. Lovers' meetings were pathetically brief.

Arthur Munby's ideas and activities permeate *By the Sweat of their Brow*. The book is in three parts. The first is devoted to attempts to exclude women from work below ground. The second looks at the life and work of the pitbrow women and relies a great deal on Munby's researches, done for no master and with no ulterior motive. These two sections, though in themselves discrete fields of inquiry, coalesce into the third, which concentrates on the efforts in 1880 to exclude women from the pitbrow. Angela John discusses all the implications of this debate, including the ambivalences of Victorian attitudes towards working class female employment and the wider questions about women's work in traditionally male enclaves.

By 1841 very few women worked underground. But the public was so shocked by the first report of the Children's Employment Commission (1842) that Parliament hastily passed the Mines and Collieries Act which forbade the employment in mines of all boys under ten and of all females in British mines, although they were permitted to work above ground. Women who needed employment found pitbrow work preferable to the workhouse or prostitution. Pitbrow women took pride in their work and certainly did not see it as an example of "degraded womanhood". This attempt to restrict women's work at the mines in the 1880s highlights the dichotomy between the fashionable ideal of womanhood and the necessity and reality of female manual labour. The controversy continued in and out of Parliament. As late as 1925 the Open Door Council defiantly proclaimed "the rights of the adult woman in mining districts to decide for herself what manner of work she feels fit to undertake even if her choice should lead her into the mine".

This book is densely written and well researched. There are numerous notes and references at the end of each section. Of two appendices one lists Munby's visits to pit women. The other "The Open Door Policy" details the situation world wide regarding women's work in mines, right up to 1970. Then follows a "Bibliographical Note" and an excellent index. All in all a very valuable social document deserving close study.

Cecilia Gordon

Generous and intense

A Vanished Present. The Memoirs of Alexander Pasternak. Edited and translated by Ann Pasternak Slater.
Oxford University Press £12.95.

"The English reader may well be drawn to these memoirs" – says their translator in an augmentative preface to her uncle's autobiography – "for the light they shed on Boris Pasternak. The light is generous and intense, but falls obliquely."

That last sentence is an accurate description of the book, which may well turn out to be one of the classic autobiographies of our time. Alexander Pasternak, a well-known Russian architect and younger brother of the poet, died in 1982; but his autobiography does not extend much beyond the October Revolution of 1917, bar a few wary glimpses over the fence of that great divide. It's the recapture of an environment rather than the story of a life: and that environment is cultured, pre-Revolutionary Moscow seen through the eyes of a child and growing boy belonging to an artistic, middle-class family – the father a distinguished painter and the mother a talented pianist. Magically recreating in words the small intimate nooks and squares, long demolished, "scaled for the individual, not the crowd" which had been "summoned to life by life itself . . . and emerged in harmony with the city's needs"; the open-air markets brimming like so many cornucopias with exotic eatables; the splendidly uniformed fire-brigades – all the "vanished present" of his punning title – the author manages simultaneously to convey an oblique but effective indictment of Soviet Moscow. It is a gentle one, but none the less damning, and no doubt applicable to other cities where "the encroachments of self-satisfied urban civilization" and the "faceless forcements filtering and obliterating them" have eliminated a humaner way of life.

What makes the book remarkable is its marvellous evocation of life in Russia before the Revolution – though the desperate poverty of the peasantry provides a black border to an otherwise comfortable picture. One doesn't know whether to congratulate the author or his translator for its superlative prose. Like his brother Boris, the autobiographer has an eye for the impressionistic metaphor. "The brown carriages, ponderous as bison, lumbered to a halt" – and the train journey he's describing comes alive. While these memoirs counterpoint and complement the early Pasternak's poems and autobiographical essays, and illuminate his character and development (it's revealing to learn that the poet could not bear being beaten at games, and that his first commitment was to music), they are of the greatest interest in themselves. Apart from vivid descriptions of the December and October Revolutions, you'll find acutely perceptive vignettes of the composer Scriabin, the young Mayakovsky, the dancing of Isadora Duncan, and the first aeroplane flight in Russia – "No good will come of it, you'll see."

David Wright

On the rebound

Death of a Hero. By Richard Aldington
Hogarth Press £4.50. 0 7012 20604 7

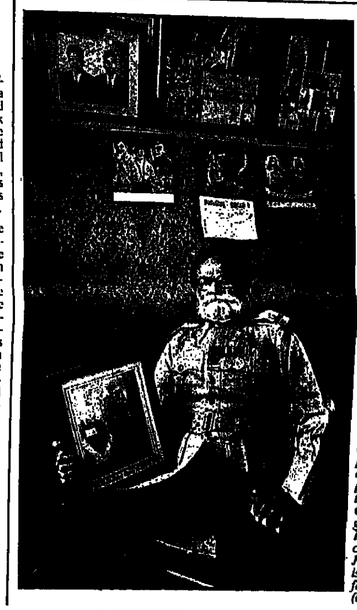
Raised in a Victorian world of hypocrisy and repression, Aldington's hero George Winterbourne tries for a freer and more honest life-style in Edwardian London's artistic Bohemia, only to perish, a virtual suicide, in the final days of the 1914 war: a war Aldington himself survived, gassed and shell-shocked. He made one or two earlier false starts, but didn't publish *Death of a Hero* until 1929, the year of *Journey's End* in the theatre and *All Quiet on the Western Front* and *Goodbye to All That*.

Death of a Hero, though, is not primarily a war novel. Its primary purpose is to show how "devilishly and pernickously the old regime of Cant affected people's sexual lives and hence the whole of their lives and characters and those of their children". The Victorians in particular, embodied by George's parents and grandparents, are portrayed with a fanged relish. Aldington was a nasty man, quarrelsome and vindictive, and there is much nastiness here. But before we make irrelevant moral judgements, perhaps we ought to ask, what is it in ourselves which makes us respond with so much pleasure?

The treatment of the artistic Bohemia into which George gains entry as a journalist is more coarsely satirised. Pound and Eliot are there at the parties, and of course his friend D H Lawrence, whose biography he was to write, proposing an answer to Suffragettism. "Socialism, perhaps, and a genuine out-reaching of the inward unconscious Male-life in the dark Womb-life of Woman". A deliberate lyricism informs the carefully charted love affair, with George and his girl "Trying to use some intelligence in life, instead of blindly following instincts and the collective imbecility of the ages embodied in social and legal codes".

There is a Lawrentian feel to some of the thunderous but vague denunciations of the final section, and in the insistence on the comradeliness of men in battle, without women. The ordinary German soldiers are not the enemy, but the "they" who allowed the war to happen. The misery and humiliations of trench life provoke a passionate indignation. Finally, George's suicide is prompted, even more than by battle strain, by his failure to cope with the problem of being torn between two women – shallow and unworthy as they are eventually revealed to be. The greater freedom he has appropriated on the rebound from Victorian hypocrisy has afforded no solution. And underneath one suspects another, personal problem. On Aldington's own reckoning, Lawrence was 15 per cent homosexual and 85 per cent heterosexual – but he *liked* women. Aldington himself seems to be that unhappy creature, the 100 per cent heterosexual who doesn't. He might have descended to despair in any age.

Monty Haltrecht



Shri Dalip Singh served in the 2nd Battalion of the Sikh Pioneers during the Second World War – one of 120 photographs taken over a four year period for the book, Home Front by *John Reardon and Derek Bishton, with an introduction by Salman Rushdie (Jonathan Cape £4.95). The photographs, grouped in five sections, each introduced by a short essay, trace the experiences of people from Britain's former colonies who under the rights of the 1948 Nationality Act came to the "Home" country to find prosperity. An exhibition of the photographs at the Triangle Arts Centre's new gallery in Birmingham can be seen until January 30 and is then available for hire. Tel: (021) 359 3979.*

Afterthought

Felicity Taylor's After School: A Guide to Post-school Opportunities (Kogan Page £5.95) is a useful and well-timed addition to the books on offer. Leaving the choice of specific career or college to the reader, it sets out to explain how and where to find the information on which this choice is based. It discusses the variety of options open to those leaving at 16, 17 or 18; it tries to show how leavers can best use employment centres; it mulls over alternatives to conventional careers and courses, and advises on grants and applications; addresses and phone numbers of key agencies and institutions are provided. Its chief weakness lies in its tone: seeking simultaneously to address both pupils and teachers, it oscillates unesily between the two.

MC

lingo

If you can read this article, then you must know English. And if you do read this article, then you probably want to know *about* English as well. Knowing English involves being able to explain how it works and estimate which of its many forms and constructions are likely to occur in any given environment.

For 25 years the Survey of English Usage has been helping people to learn about standard British English by collecting and analysing specimens of the language in use in speech and writing. The Survey's texts range from intimate conversations to formal speeches, from hand-written love-letters to printed laws.

The Survey's corpus is still growing, as changes in society and technology make new types of text available and provide new means of collecting them. Only a few years ago Parliamentary broadcasts were not broadcast, phone-in programmes were rare, and telephone answering machines were considered outlandish. When the Survey was founded in 1959, its recording was done on heavy plug-in tape recorders; now light portable cassette recorders put the language of everyday life within reach of the investigator. And though most of the Survey's data are still consultable only at University College London, the computer and the microfiche may one day make all the Survey's files accessible to all who need them.

Every text added to the Survey reveals new facts and throws up new problems. Even without the Survey we might have known that prepositional phrases can be complex as well as simple: that one can say *in spite of the war* as well as *despite the war*. But who would have thought that complex prepositions would be as complex as in fact they are – that in *ran a mile, give or take five yards* or *had no bread, let alone cake*, both *give or take five yards* and *let alone cake* would turn out to be prepositional phrases, with *give or take* and *let alone* functioning as complex prepositions? Even without the Survey we might have known that there can be clauses without verbs: that in Fitzgerald's "Myself when young . . . ", *when young* means "when I was young". But who could have imagined that whole sentences without verbs are not only possible, but actually a characteristic feature of certain kinds of sports commentary: *Bruno into the centre of the ring; Hagler much stronger now than in the early rounds?* In fact, the sentence may note be a particularly useful unit for the study of spoken English. Consider this bit of cricket commentary:

Hawke bowls to Edrich now and Edrich plays back pushes it out towards mid off no run in that 42 for 3 and Edrich has got 25 of them.

The text as a whole hangs together, all right, and each little part of it – each phrase or clause – is not really hard to cope with, but could you divide it into sentences? Should you even try to?

So the Survey's work leads to questions about English as well as answers, and the Survey's text analyses are complemented by experiments to elicit additional information. Here is one type of test you can do yourself. Consider those two sentences, each with a blank space:

The answer is — wrong.
The answer is — right.

In one of the sentences you must insert the adverb *completely*; in the other, the adverb *utterly*.

Most people who do this test choose *utterly wrong* and *completely right*, suggesting that *utterly* tends to be used when there are unfavourable connotations (as with *wrong*) rather than favourable ones (as with *right*).

The work of the Survey of English Usage is important to everyone who wants to learn about English. But why should anyone want to? What's the point of knowing *about* English if you already *know* English? Well in the first place knowing about English makes it easier to help other people to know English, as many people all over the world would like to do. Then, too, knowing about English makes it possible to compare the use of the language in different circumstances – to widen the inquiry from syntax to style" (Randolph Quirk). One can for example compare "literary speech" such as the dialogue of novels:

Martin, I was not enquiring what you meant by everything else; God knows I have enough on my mind at the moment. I wanted to know what you meant by my move.

with spontaneous conversation:

– and I said well I don't really think I could write – and this was a sort of 96-page booklet you know about that big . . .

And it seems that knowing about English is just plain interesting. That is a fact of no mean importance itself, and merits explaining. Perhaps knowing about English – knowing about any language, indeed – means knowing about an essential part of what makes us human.

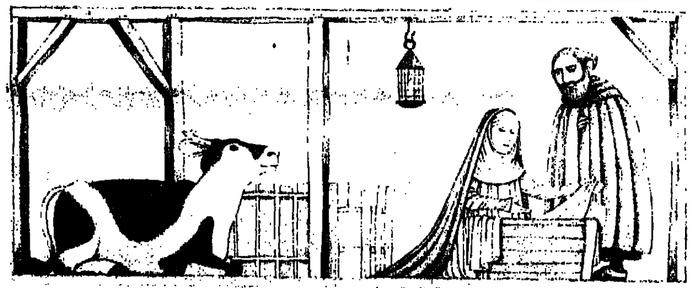
Robert Ilson

Lingo competition – page 22

CHILDREN'S LITERATURE

There is no problem for anyone wanting to give simple but substantial book presents this Christmas: the paperback market is full of goodies. And if paperbacks seem insufficiently permanent to make proper presents, the answer may lie with Puffin's newest venture, **Puffin Choices**. Here are favourite titles from the Puffin Classics range, such as *Black Beauty* (Anna Sewell, illustrated by Pauline Baynes, £2.50), with introductions by modern children's writers, in this case Naomi Lewis, and splendid new red plasticised bindings, a first serious library. Not everyone wants to give the old stories, however, and where something more recent is looked for, omnibus editions of novels originally published as a series are available: the four stories of **The Dark is Rising Sequence** (Susan Cooper, Puffin, £4.95), for example, or the three of the recently televised **The Tripods Trilogy** (John Christopher, Puffin, £2.95). These are for the lover of adventure; for the more quietist reader, there is the collection of baroque, half-comic half-melancholy tales **Leon Garfield** originally published as separate small books, **The Apprentices** (Puffin, £1.95).

There are large-scale books for much smaller readers, too. I'm not sure about **Popular Nursery Rhymes** (edited by Jennifer Mulhern, Granada, £3.95), which, with its eclectic illustrations and playful folk-scholarship, seems aimed more at adults than children. **Round and Round the Garden** (by Sarah Williams, illustrated by Ian Beck, Oxford, £2.50) is most expressly for parents and very young children; everyone will find new finger games to enjoy here. The **Faber Book of Nursery Stories** (edited by Barbara Ireson, £4.95) is a handsome collection, much enhanced by Shirley Hughes's chunky illustrations. Perhaps the most joyous compilation of all, however, is **The Complete Adventures of Peter Rabbit** (Beatrix Potter; Picture Puffin £3.50): a brilliant notion to make one large and lovely volume of so many little books.



There are several good smaller-scale collections of short stories for reading aloud. **The Anita Hewitt Animal Story Book** (illustrated by Margery Gill and Charlotte Hough, Young Puffin, £1.75) has a number of engaging fables; **Tale of a One-way Street** (Joan Aiken, illustrated by Jan Pienkowski, Puffin, £1.95) has all the oddity and magic this writer has at her command, **Broomsticks and Beansticks**, edited by Barbara Sleigh (illustrated by John Patience, Knight, £1.25) is the best of a number of which and ghost collections: it is good to find poems scattered among the stories. Under the Golden Throne (Ralph Batter, illustrated by Ronald Ferns, Lion, £1.25) is a pleasing set of humorous parables with a delicate but unequivocal expression of their Christian commitment at the end of each. For very young readers, there is a delicious little book of stories about silly people, **There is a Carrot in my Ear** (Alvin Schwartz and Karen Ann Weinhaus. Hippo, £1.50).

Another delightful story for reading aloud, **Mrs Vinegar** (Magnet, £1.50) is imaginatively illustrated by Simon Stern. Other picture books which will give pleasure are **The Magic Doctor** (Val Biro, Oxford, £2.50), whose pictures are jolly and simple, and **Ned and the Joybaloo** (Hiawyn Oram illustrated by Satoshi Kitamura, Sparrow £1.75), which is bouncily imaginative. Tiny pleasures are Brian Wildsmith's stunning **Toot, Toot** (Brian Wildsmith, Oxford, 95p) and the utterly simple, tenderly egocentric **My Teddy** (Margaret Wolfit, Abelard; 75p). But the rich cream of the picture books, both very funny and, in places, very scarey, is Graham Oakley's **Hetty and Harriet** (Picturemacs, £1.95), the story of what happens to two hens who set out to look for the perfect place and very nearly end up as chicken pie; perhaps we are not so far here from Beatrix Potter, save that Oakley goes in for Apocalyptic visions of night and man-made desolation.

The grim bits of this eventually reassuring story are far more serious than the photographs of obviously model little monsters in Gremlins (Mary Carey and Jill Mackay, Hippo, £2.50), the book of the new Spielberg film, or any of the adventures of the similarly produced **Supergirl** (Wendy Andrews after David Odell, Hippo, £2.50). I don't fancy these slack retellings with their flat-looking stills, though the *Supergirl* ones are much the more effective – but no doubt they will make many fans happy.

For fans of the programmed book there is always something new, about some of it the less said the better: I will issue a word of warning against an American series **Heart Quest Books**, which goes the most patronizing way imaginable about trying to make the programmed adventure attractive to female readers. On the other hand, any serious gamester, regardless of gender, should have Steve Jackson's latest series, **The Seven Serpents** etc (illustrated by John Blanche, Puffin £1.95 each), which reach a deeper level of sophistication than any others I have seen, with the adventurer required to learn a battery of spells and judge which to use in particular situations. At the other end of the scale, very young adventurers are considered in the **Your First Adventure Series: *Little Owl Leaves the Forest*** (Marcia Leonard and Carol Newsom, Bantam, £1.50) and its fellows have only two branches, but the principle of the programmed adventure is nicely established.

There don't seem to be many specifically Christmassy paperbacks this season: **Santa's Crash-Bang Christmas** (Steven Kroll and Tomie de Paola, Pocket Bears, £1.50) is a jolly tale in the series of little books which also brings us the unChristmassy but gloriously funny **The Hairy Monster** (H Bichonnier and Pef). **The Story of Holly and Ivy** (Rumer Godden, illustrated by Sheila Bewly, Young Puffin, £1.00) is almost too sweetly seasonal, but there is a stage when all children love this kind of sentiment. Robustly anti-sentimental is Maurice Sendak's **Higgley Piggley Pop! Or There Must be More to Life** (Puffin, £1.95): when Jennie the Sealyham leaves the master who has given her everything, experience does not teach her to go back home, but on to the World Mother Goose Theatre to eat a salami mop every day, twice on Saturday: marvellous. And at last I can join the chorus of children and praise a Roald Dahl: **The BFG** (illustrated by Quentin Blake, Puffin, £1.75), while pleasantly horrific, has none of the nastiness that mars other of his stories for me, has a splendid guest appearance by the Queen, and has added to my vocabulary, since the Big Friendly Giant fractures English more wittily than Ken Dodd or any other practitioner. It is particularly important that books should be good presents for those who don't much care for fiction as well as for those who do, and there are a number of goodies this year, of which the most cherishable is **The Puffin Do It Yourself Book** (McPhee Gribble Publishers illustrated by David Lancashire and Jenny Elliott, £2.95), as full of good ideas and cheerful pictures as a Christmas pudding is of currants. That is for middle and upper juniors; for their younger siblings, Puffin have two other admirable texts. The **Puffin Calculator** and the **Puffin Number and Shape Books** (Rose Griffiths, illustrated by Jane Walmsley, £1.25 each): from the latter, even I, a long-term graphophobe, began to understand the principles of the graph.

Only a stocking-filler, but full of interest, is **The Calendar Quiz Book** (Barbara Gilgallon and Sue Samuels, illustrated by Jane Cope, £1.25). More specialist stocking-fillers are: for the football-crazy, **The Puffin Book of the World Cup** (Brian Glanville, £1.50), business-like and informative; for the keen cook, **Children's All-Star Cook Book** (David Scott and Sue John, illustrated by Clare Harrison, Granada, £1.25), a collection of celebrities' recipes collected by an enterprising head on behalf of his school; for the handy, **Marvin the Magician's Do-It-Yourself Pop-Up Magic Spell Kit, Witch Spell** and similar booklets (Rowan Barnes-Murphy, Heinemann, £1.25 each) – I couldn't construct the pop-up pictures, but as I have eight thumbs and two big toes, this is no evidence, and if it works it should look great.

Audrey Laski

Above: an illustration from The Friendly Beasts: an old English Christmas Carol, *by Tomie de Paola (Magnet, £1.50).*

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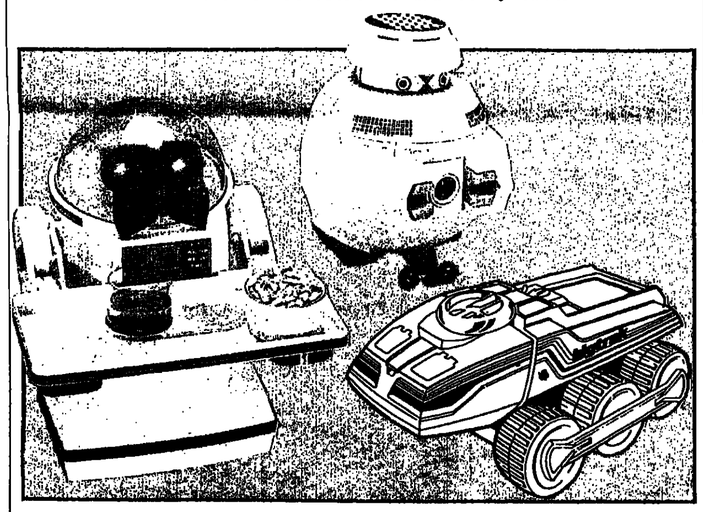
هكذا في الأصل

The day of the ROBOTS

Bill Hicks braves a weekend with three toy robots



When I was very young, I had an irrational fear of robots, the result, I think, of seeing *The Yellow Brick Road* at too tender an age. Later, educated by the school of Asimov, I came to both admire and even feel sympathy for this exploited breed. A weekend in the company of three state-of-the-art robot toys was enough to restore my youthful prejudice in full.

However, I did not let this personal weakness deter me in my task of attempting to evaluate the educational worth of the sort of toys which, if their manufacturers' hopes are fulfilled, are likely to replace boring old video games as the most popular Christmas stocking filler this year or next.

Robot toys, like robots in the "real" world of industry, entered a new stage of evolution with the advent of the microchip, providing a low-cost, lightweight, reliable memory for the frighteningly large number of commands needed to complete even the simplest anthropomorphic movements. Not that any of the toys in this survey aspires to anything above the most rudimentary humanoid level, either in form or function.

Big Trak came first, and in its four or five years of existence it has gained an awesome reputation, among the children it was designed for as well as educationists. Made by M-B Electronics and currently selling for about £30, it owes more to the Soviet Lunakhod moon-mobile than to, say, Robot Archie or C3PO, in its antecedents. It is a shoebox-sized, six-wheeled chariot, with aggressive *Star Wars* styling, a "laser" weapon which can be programmed to wink menacingly at domestic foes, and one of those early eight-note tone generators which emit synthetic fanfares at the beginning and end of each performance.

Under this possibly off-putting skin, Big Trak is a serious educational toy. Its movements can be – and have to be – programmed, using a calculator-style keypad on the creature's back. Press an arrow key for forward, then a number for the distance in Big Trak lengths; press P for pause and a number for the units of time paused; press left or right-hand arrows plus a number for turning through a precise number of degrees of a circle; and so on.

Up to 16 commands can be stored in the memory. Then press "go" and off it crawls, doing exactly what it has been programmed to do. An average eight-year-old can master Big Trak within half-an-hour, and in doing so, has, incidentally, learned the basic principles of the LOGO computer programming language.

The fascination of being able to plot the trajectory of a relatively sophisticated piece of machinery and the triumph of succeeding in making the thing go round a table, stop, shoot at a cat, and return to its exact starting point, does of course wear thin, at least for children who have no intrinsic interest in vehicles or mechanized warfare.

Which brings me to George, from Computer Games Limited, a direct descendant of Big Trak, though one wouldn't think so to look at him. A small, grey plastic spherical creature on wheels – two driven, and a pair of free-wheel castors at each end, the usual suggestion of humanoid features in the decoration, and, again, a calculator-style array of keys on the top of its head, George seems to be modelled on the R2D2 type of robot. Ugly, but if not exactly lovable, at least inoffensive.

Using 1983, rather than 1978 technology, George has a smaller, more powerful brain than Big Trak and is also cheaper (about £20). Programming is on Big Trak lines, but up to 48 commands can be entered in the memory. Its speed can be varied using three "gears" in any direction, and all movement is measured in seconds. Compared with the somewhat lumbering Big Trak, George is a nimble, busy little machine which can quite literally run circles around its elderly rival. It is noisy, of course, and try as I might, I failed to make the "audio off" command work as it should.

Despite the larger capacity of George's memory, however, its value as a programming exercise falls short of Big Trak. Big Trak is much more sure-footed, more deliberate in its movements, so it is easier to detect where your programming is at fault. Cornering too involves more learning in Big Trak's case. To turn it through 360 degrees the figure of "60" has to be keyed in. Fractions of 60 correspond arithmetically to degrees turned. Extremely subtle weaving and dodging movements can therefore be planned.

The third of my robot guests was a totally different proposition. Omnibot, from Japanese manufacturer Tomy, is a radio-controlled monster. He stands knee-high and has the power to push over quite a heavy chair. He can also be given a voice. And, like most of the toy robots on the market, he has pseudo-stroboscopic "eyes". Omnibot also has a very useful-looking pair of arms and claw hands, with what look like the necessary control cables. But, alas, Omnibot mark one's arms are dead, even though they can be persuaded to clutch a tray of drinks.

The most important feature of Omnibot is his real-time memory. Every command – whether a directional bleep on the radio control "joystick" unit, or a vocal command can be recorded on a standard cassette unit built into the robot's chest. Played back, the robot will perform exactly the same set of manoeuvres and speeches. Given a relatively level floor, Omnibot can thus be programmed to go from his cardboard "home base", across the floor, out of the door, along the corridor, and into a bedroom, where, approaching the bed, he can be made to stop and deliver some suitably rousing message.

Omnibot's trump card, however, is his seven-day timer. This means he can be set, like a video recorder, to go off at any time of day or night, if necessary every day. Parents considering giving an Omnibot to their children be warned: in the half-light, the flashing, groaning wastepaper-basket on wheels can be a fearsome apparition.

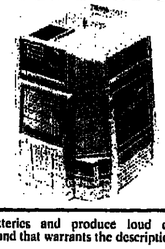
Educational value? No more, perhaps, than any relatively sophisticated mechanical toy, except that it introduces the discipline of careful pre-planning of a series of electro-mechanical functions. Tomy makes no great claims for the Omnibot on this level, preferring to regard it as "a home entertainment" product. It will even wander round playing your favourite piece of music, and – horror of horrors – can be used like a "Karaoke", the infamous sing-along juke boxes favoured by Japanese pub-goers. All that said, it is a remarkable piece of engineering for the £150 or so which is likely to be the retail price when it is launched next year.

Perhaps it, as Tomy promises, a later version of Omnibot has programmable arms, we can begin to believe in the age of the robot. It should not be forgotten that "robot" derives from the Slavonic word for slavery or servitude. A robot is, above all, supposed to be useful. About the only errand any of my trio can perform is, with careful and laborious preparation of Omnibot, the delivery of a message, albeit in a very novel way.

In Japan, apparently, there is already a robot vacuum cleaner, a bit like Omnibot with a hoover inside. But to be really useful, robots must have a rudimentary intelligence. They must be able to correct themselves, and learn from their mistakes. This means, in practice, fitting pressure-sensors to each extremity and adding a lot more memory. American scientists have already produced one called Micromouse, which can find its way unaided through a maze after three or four attempts. It apparently uses about £100 worth of components.

Voice synthesizers are already mass-produced for speaking watches, while miniaturized solid state video cameras seem to get smaller by the month . . . but enough! Against my mounting "techno-fear", I can only hope that a weekend with these robot toys in two years' time is likely to be an infinitely more stimulating experience.

Enter Hero Jr



Another "pet" robot was launched this week by Maplin Electronics. Described as "the first real companion robot", it is also being sold as a trainer to teach robotics in schools, colleges, universities and industrial laboratories. Hero Jr roams around and speaks English and his native Roblish. He can be programmed from a computer or allowed to roam where his sensors take him. He will wake you in the morning, stand guard while you sleep and even play games with you. He has special "personality" modes which means that you can program him, for instance, to play, to explore, to sing songs or recite poems.

If you can stand this sort of day-to-day intimacy with a little machine, then it will cost you £599, including VAT, in kit form and £1,099, including VAT, in ready-assembled form. There is also a special Harrods version including infra-red detector, hand control unit and a selection of cartridges which cost £1,495 including VAT. Other versions are available from Maplin Electronic Supplies Ltd, PO Box 3, Rayleigh, Essex SS6 8LR.

Carolyn O'Grady

Hi fi

Barry Fox on the latest compact disc player

Two recent announcements in the hi fi world made good news for schools. Sony of Japan is soon to start selling a portable compact disc player for under £300. It has all the functions of a domestic player, but is astonishingly small: – the same size as several compact disc plastic boxes stacked one on the other. The Sony portable is quite literally small enough to fit in a large pocket: it runs either on an external battery pack, or off the mains with an adaptor, or from the lighter socket of a car.

For personal listening you use headphones; for hi fi listening you simply plug it into a normal domestic stereo system. It *isn't* a CD Walkman. Although you can turn the player upside down while it is running, and even shake it a little, it won't withstand genuine jogging. But as a multi-purpose unit which can be easily carried from room to room (and equally easily locked away for safe keeping), it is just the job for schools.

What schools need as a companion for the Sony CD player, is a portable stereo amplifier and speakers that can be carried round with equal ease. Ideally this would be all in a single portable cabinet with a radio tuner and cassette tape recorder thrown in. Such systems do already exist. But the snag with existing portables is that they eat expensive batteries, because the amplifier draws considerable power. Also the sound may be loud, but it is by no means hi fi. They are also very heavy.

In the USA recently loudspeaker firm Bose announced what audio engineers previously thought impossible: a portable hi fi system with loudspeakers, amplifier, radio and tape deck, all in a small light box which can run off batteries and produce loud clean sound that warrants the description hi fi.

The Bose Acoustic Wave Music System will go on sale this month in America at 649 dollars. It should become available in Britain sometime next year. The heart of the AWMS is a completely new loudspeaker design. It is this which achieves the apparently impossible combination of loud and clean bass sound from a light cabinet and a battery powered amplifier. The AWMS weighs 18lbs and measures just 18 x 8 inches. Of course it can also be run off mains to save battery costs.

The acoustic trick is to rely on resonance. Inside the cabinet there is a pipe, around 80 inches long, which is folded into a labyrinth of right angled bends. A single 4½ inch loudspeaker is mounted inside the pipe. Normally this would produce resonance, just like an organ pipe. Blow air across the top of an empty bottle and you'll hear resonance. But organ pipes and bottles resonate at a fixed frequency. They amplify just one note very efficiently, and do nothing for the rest. Normally loudspeaker designers avoid resonant tubes like the plague, because they "honk" at one frequency. It's often called the juke box effects, because juke boxes tend to honk in the same way.

The Bose Corporation is headed by Dr Amar Bose, Professor of Electrical Engineering at the Massachusetts Institute in Boston. For 14 years Bose and his colleagues have been looking for a way of achieving hi fi from a small light unit. Five years ago they found that pipes need not always resonate at a fixed frequency. If the loudspeaker is fitted well down inside the pipe, rather than at one end, the organ or bottle effect is killed. Bose and his colleagues have now written a computer program which tells them what length, width and shape to make a pipe for flat frequency response over three bass octaves, from around 50Hz to 700Hz. They found there was a golden ratio of 3:1. The speaker must always be a quarter way into the pipe. So the 80 inch pipe has the speaker mounted 20 inches inside. Higher frequencies are handled by extra loudspeakers in conventional manner. The real obstacle to portable hi fi has always been bass response and Bose now seems to have surmounted it.

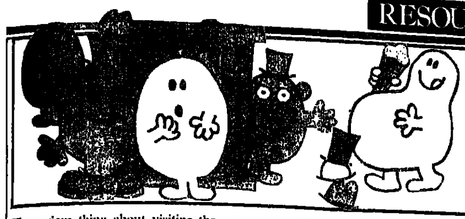
notes

MULTI-CULTURAL TOYS

Since 1981 a Brixton-based co-op project has been attempting to introduce a wider range of educational toys into schools, nurseries and playgroups, as a result of concern at the lack of educational toys and teaching aids which are relevant to multi-cultural inner city areas.

The co-op members include Asian and African women who produce Asian, African, Oriental and USSR dressing-up clothes for the 3–8 age group, and a range of jigsaw puzzles depicting the local multi-cultural community.

A brochure of dressing-up clothes and jigsaws is available from Nottingham Educational Suppliers on 0602-234251 or, for those in the ILEA area, from Lambeth Toys Ltd at 130/146 Feindale Road, London SW4 (tel: 01-733 3720).



FUN FAIR

Uma Ram Nath looks at home educational software for the pre-school child

The curious thing about visiting the School's Computer Fair, organized by the Educational Publishers Association, was that the BBC Micro appears to have staged a total walk-over on the Spectrum as far as use within schools is concerned. However, my interest was in a somewhat different field, in the use of the Spectrum for pre-school, or under sixes, children at home. The fair was not a good hunting ground for this.

What was more disconcerting was the evident division between the home educational and school fields. The first, said one representative of a leading publisher, was "trade" – there was very different software developed for trade purposes, it was sold in the open commercial market and dictated to by commercial norms. Educational publishing, on the other hand, was a world apart, and was not tied in to material produced for the ordinary home consumer.

This is a disturbing sign for many parents who have computers and are looking at ways of using them to play and teach their children. However, the software I have been testing was not as black as painted. Some of it in fact was exceedingly well produced and thoughtfully designed, though one could detect a difference in emphasis with some more game-oriented than others.

Perhaps the most tricky part of using a computer at home is guiding the child through the use of the keyboard. First-time users may well be baffled by the instructions accompanying the software. This becomes increasingly evident when you are confronted with typing in instructions such as the use of double quotation marks and are not certain whether there ought to be a space left between the two pairs. Similarly you wonder whether to type in caps or lower case.

Educational software of this kind is in its infancy, and the reference material with most programs, however well written, cannot always get its thoughts together. We found that vital instructions were often put at the end, footnote-style. Nothing can be more frustrating than sitting in front of a blinking screen while coloured boxes appear and disappear and you begin to wonder whether it is the software or tape recorder that is faulty or the keying procedure that is incorrect. Some software has accessories to place on top of the keyboard, like an alternative set of keys. These, we found, hindered use, particularly as the Spectrum keys are soft and rubbery and require a firm touch. Mirrorsoft have one such program with a stiff plastic keyboard.

The snags are perhaps best illustrated by a Collins Educational package, *Paddington's Problem Picture*. The instruction booklet doesn't actually start with telling you how to set up the Spectrum and connect it to the television monitor. The same instructions are used for other programs as well, so that in each of the booklets that I had for review the instructions said – Type in LOAD "GROCER" (or whatever program name – in capitals) – perhaps this saved typesetting costs. It would be helpful to parents to have precise and relevant instructions in each booklet. We also found that the program loaded very slowly and the directions were unclear for children.

Paddington's Problem Picture is entertaining and absorbing, and the use of the well-known bear makes it all the more interesting for the youngster. Paddington's adventures with fitting together the coloured pieces of a broken painting are an easy way to teach children the recognition of shape and colour. In another package Paddington faces a mix-up in the shopping list and this gives children exposure to simple mathematics.

Another familiar set of characters, Mr Men, are used by Mirrorsoft, the software publishing arm of the Mirror Group of newspapers. Mr Men software has been developed in consultation with their originator Roger Hargreaves. They are among the few programs I have seen that one should use a joystick for best results. The spelling instructions are relatively simple, although they do presume on the user's expertise. Certain stages of the procedure are also taken for granted so that there is no reminder, for example, to start the tape a second time after you have finished playing one particular game.

The First Steps software with Mr Men is intended to develop a blend of skills, mainly that of sense of direction, also implicit in helping children with left-to-right scanning, essential in learning to read. *Mr Greedy's Ice Cream Hunt* requires a fair degree of coordination between the visual image on the screen and the four keys which have been marked out by a special cardboard marker supplied with the software. In *Mr Silly's Hat Game* the child has to help him find the right hat from those arranged on shelves. This requires a matching of colour and shape and a rather sophisticated sense of direction. Mr Silly's marker to find the right hat is not programmed to go left or downwards; it only moves up or to the right, so the child has to use clever planning to get the marker to the correct hat. The third game on this cassette, *Mr Forgetful's Wardrobe Game* we found the most entertaining, rather like a memory game.

The teaching of numbers to young children is a particularly tricky subject. Of all the software we tested, the Griffin Getset programs were visually the most interesting. So much can be done with the use of colour and form on the screen, but most software that we saw really did not take advantage of this. The Griffin software uses very pleasing colours and images and the simplicity of the program is admirable. There are several levels of skill required and you can choose the number of objects in any set, ranging from 5 to 20. The child has plenty of time to absorb the information on the screen. The program also tells you if a mistake has been made, which is not always so in some of the other programs reviewed. *Getset* uses the concept of sets of objects to teach addition and subtraction and it can be used in conjunction with counting blocks, dice or other objects.

Longman's *Sum Scrimcher* has a much more gamey idea behind it, with a serpent chasing the microbug as it jockeys for position to find the correct answer to a mathematical problem presented on the screen. It is a much more difficult kind of game, requiring not just mathematical ability to count in a hurry but also the ability to move quickly. The level of coordination demanded is almost that of a video game. Although this program is intended for four to eight-year-olds, it would in fact be very difficult for the lower age group.

In the alphabet recognition league Longman's *Wild Words* is vastly entertaining but quite difficult. The child feels it is racing against time and certainly evading several hurtling objects while trying to select the correct letter to make up the word on the screen. Only children of six or over would feel in control. A simpler version is more comfortable for the younger ones – *Lunar Letters* asks children to dock the spaceships that carry similar letters. Other useful Longmans packages are *Hot Dot Spotter, a,b,c, . . . Liftoff*, and *Countabout*.

The most "educational" and perhaps the best written in terms of the accompanying booklet is the "Learn to Read" series published by Macmillan. There is an exceedingly helpful note for parents on helping their children to read and the programs have been tailored for use with the well-established "Easy Way" series of readers. The instructions are simply written and logically laid out so that parents should have relatively little trouble following the various stages of operation.

Learn to Read is really for beginners and the first stage uses six animal characters with names and variations on this theme. Five games teach children to recognize the names, to be able to spell them, and other games help to develop memory skills. There is no sense of being hurried or of competing and this is perhaps one of the more scholarly of software packages designed for the pre-school child.

There has been a great variety in the layout of instuctions for computer users. Some software packages have extensive notes and others have minimal instructions on how to use the program. Others have them displayed on screen only, which is rather disconcerting because they were not comprehensive and we had to go back to refer to them, as in Ward Lock's software. We tried to use their *Letters* package designed by Chalksoft, which is supposed to teach children letter formation and is the only one of its kind that we could find. There was no instruction booklet, only the information on the cassette wrapper. The detailed instructions appeared on the screen and we could not actually get the program to load beyond them.

Other points worth considering are whether errors should be pointed out to the child, or whether certain functions cannot be performed – as in *Mr Silly's Hat Game*. These were not really spelt out in a number of cases. This kind of attention to detail can sometimes make life much easier and the program far more effective. It is only counterproductive to have an uncertain child user.

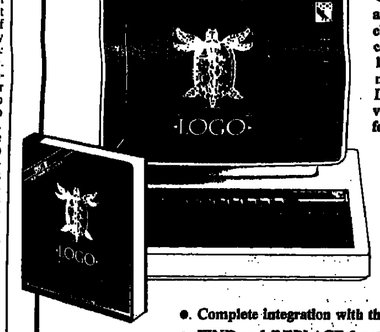
A great deal of pre-school programs suffer because they have been designed by adults almost for an adult consumer. There is a gulf between the game-oriented and the educational software, but even the latter are not always appropriately designed. They do offer a challenge to the child, but the mechanics of use are sometimes too complicated. This combined with the rift between trade and education can mean a lot of wasted effort, especially when we know that Britain is believed to have the highest percentage of home computer owners in the Western world.

Paddington's Problem Picture, Paddington's Shopping Mix-up – *Collins Educational*
Getset, Fairshare, Wordspell, Numberfun, Tablesums – *Griffin*
Sum Scrimcher, Countabout, Hot Dot Spotter, Wild Words, a, b, c, . . . Liftoff, Lunar Letters – *Longman*
Learn to Read Series – *Macmillan*
First Steps with Mr Men – *Mirrorsoft*
Letters – *Ward Lock Educational*

LOGOTRON

The LCSI Standard Logo for the BBC Model "B" is now being despatched by Logotron to schools and educational authorities all over the country.

INTRODUCTORY OFFER



Until 31 March 1985, schools and educational authorities wishing to equip a number of machines with Logo can buy classroom packs of 10 ROMS, each containing the full Logo interpreter, 10 reference cards, and one full set of manuals, for an inclusive price of £300.00. In addition, they receive a free £25.00 voucher, which can be used in part payment for a Sprite Board for their BBC micro.

This compares with a price of £60.83 for a single copy of Logo with its manual.

But price should not be the only criterion when selecting a Logo implementation for your BBC micro.

Logotron Logo offers:

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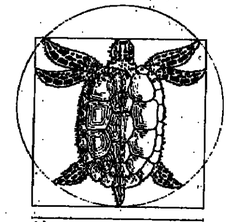
- **Easily created extensions to drive turtles, robots, or sprites;**
- **Documentation designed for learning;**

Local Education Authorities can easily obtain a loan copy for a 28-day evaluation period.

Here is the conclusion of Julian Pixton of the Walsall Logo Project writing in Logos, the newsletter of the British Logo User Group:

"If you want a really efficient version of Logo, organised in the way Seymour Papert designed it to be, with the opportunity of adding a hardware sprite extension, occupying only one sideways ROM socket, with imaginative documentation and a range of valuable extensions via a powerful USE command, you need look no further than Logotron LOGO."



Please send me further information concerning Logotron's LOGO for the BBC Model "B".

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*attach to letterhead

LOGOTRON

The LCSI Standard Logo for the BBC Model "B" is a version of Digitalker's Logo International © 1984

Logotron, Dept. TES4, 5 Cranby Street, Loughborough, Leicestershire LE11 3DU, England.

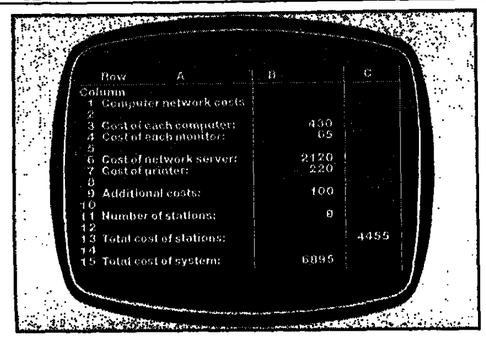


Figure 3: worksheet displayed on screen

Spread the word

Malcolm Hall on the benefits of using spreadsheets

During the past year more microcomputers have been sold with a bundle of software packages included in the price. Since no microcomputer is of any use without software, as many purchasers of micros have found to their cost, this is a welcome trend. Generally, however, the purchaser will not find all the bundled packages of use, even if they are of a good quality. An exception to this is of course a good wordprocessor, which most users will find some need for, and a spreadsheet.

Spreadsheets are not new, but their use has been limited mainly to business. For microcomputers that are used in schools, even if they do not include a spreadsheet in a software bundle, there is likely to be at least one available. There are many spreadsheets on the market, *Viscalc*, *Viewcalc*, *Multiplan*, *Supercalc*, being just a few.

So what is a spreadsheet? A spreadsheet is used in a similar way to a wordprocessor but instead of manipulating "words" as a wordprocessor does, it allows text and formulae to be manipulated. A simple example should help to illustrate the principle.

Many schools are now considering the installation of some form of a computer network. The final cost of a network will depend on the number of microcomputers, or stations, that will be connected to the main disk server. It will also be necessary to include a printer in the system. The calculation of the cost for such a network is shown in figure 1.

Even though it is only a small calculation, it would be necessary to make the calculation each time any of the individual costs change, and do not forget about having to check each calculation as well.

Using a spreadsheet, to ease the problem of forever re-doing the calculations, is a simple task of transferring the formulae and data from the paper worksheet to a computer "worksheet". Figure 2 shows the worksheet which is entered into a spreadsheet package, while figure 3 shows the worksheet as it is displayed on the screen.

The worksheet can be likened to a large sheet of paper which is divided into rows and columns to form a grid of "cells". Only a single number, piece of text or formula can be entered into each cell. Each cell has a unique reference made up from the column and row labels.

Therefore cell B11 contains the number of stations required on the network. Most spreadsheets allow worksheets which have 250 columns, each with 250 rows of cells, although it is only possible to see a small number of these cells on the screen at any one time.

Any formula will need to use information from other cells and such a formula, as in cell C13, will be familiar to those used to writing computer programs.

Filling out the worksheet is simply a matter of entering each cell. Once this is done the results of all the formulae are displayed on the screen, or if required on a printer. After the full calculation is entered the power of a spreadsheet becomes immediately obvious. If the cost of the monitors changes, then all the formulae can be automatically re-calculated by simply changing the value in the relevant cell. Results are displayed as new values are entered.

At the beginning of the article I compared a spreadsheet with a wordprocessor. A spreadsheet actually has many similar features to a wordprocessor, allowing the worksheet to be easily edited. For example areas of the worksheet may be moved to other parts or simply copied.

Amongst other features, most spreadsheets have all the normal arithmetical and statistical functions. Decisions are also possible. For instance, in the network costs example, if there was a handling charge on any order below a certain value, then this could easily be included in the final cost calculation to be automatically added when the cost falls below that value. Tables can be used from which various values can be looked up, for example an income tax table showing the tax rates for different salaries.

Many problems, which were previously solved on a computer by writing a computer program, can be done much more easily by using a spreadsheet. Spreadsheets will prove useful for the most repetitive calculations and for setting up simple models for use in science, business studies and design technology.

Once any model has been entered, then "what if?" questions can be asked. Suppose a spreadsheet is set up which calculates the gross income after various deductions like tax and national insurance. It then becomes possible to check, for example, how the people at the various salary levels are affected if income tax is changed.

A spreadsheet on its own is powerful enough but the trend now is to include them in integrated packages where they are accompanied by a wordprocessor, a simple database handler and the ability to display the results of a spreadsheet calculation in a diagrammatical format such as a graph. The price of integrated packages will, however, put them out of the range of schools for the time being.

The more complex spreadsheets are too difficult for pupils to use without much familiarization. For this reason what is needed now is a simple educational spreadsheet. However, even without this, spreadsheets most definitely have a place in education, especially where they can be used with a library of pre-designed worksheets upon which pupils can work and experiment.

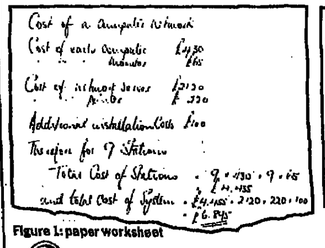
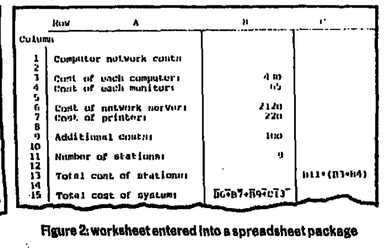


Figure 1: paper worksheet



Row	A	B	C
Column			
1	Computer network costs:		
2			
3	Cost of each computer:	430	
4	Cost of each monitor:	95	
5			
6	Cost of network server:	2120	
7	Cost of printer:	220	
8			
9	Additional costs:	100	
10			
11	Number of stations:	9	
12			
13	Total cost of stations:		4455
14			
15	Total cost of system:	6895	

Figure 2: worksheet entered into a spreadsheet package

Hidden text

Developing Tray
By Bob May
For BBC B or RML 480Z, distributed to all L.e.a.s from MEP, freely copiable. Within ILEA available from ILECC supplies section, John Ruskin St, London SE5.

This ingenious program challenges the user to reconstruct a text which has been hidden in the computer. A scoring system rewards successful entries – referred to in the program as "predictions" – and levies charges in respect of any letters which are "thought" for points. The user may choose either to begin with a blank screen or to have certain letters entered in advance, and the teacher can use any text from a nursery rhyme to a passage from Proust.

The difficulty of the exercise has to be experienced to be believed. Three primary headteachers and I were held up for ten minutes over one four-letter word when we had completed the whole of the passage up to that point, and it took two of us more than an hour to piece together the paragraph from Dickens provided with the 480Z version. It was, however, quite impossible to give up, and teachers who have used the program report a similar response from pupils. Curiosity killed the cat.

Tray was designed for older secondary pupils who have serious reading problems. It seems guaranteed to provoke intense and well-directed discussion, and articles included in the MEP language pack suggest that it may bring broader linguistic benefits, including some pointed personal writing and even blank verse. There may be reservations about the scoring system and the "scratchpad" feature – some pupils might prefer paper and pencil – and the teacher may have to prevent dominant characters from monopolizing the keyboard. These, however, are small points in comparison with the program's clear potential as a teaching aid.

It could, moreover, prove to be at least as useful in reading research. For the first time it will be possible for teachers to test for themselves theories which suggest that the meaning of a text does not depend on individual words and that some features of the written language are in practice redundant. Using *Tray* with fluent, professional readers, suggests strongly that the absence of even minute features of text makes reading infinitely more difficult, and that prediction, while it may sometimes help with surprisingly difficult words, is an unreliable guide not only to meaning, but even to the type of word under investigation. If this is confirmed, then the value of *Tray* will be seen not only in the discussion to which it gives rise, but in its implicit requirement that pupils pay attention to detail.

John Bald

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Barbourne, Worcester WR1 3JJ.
(0048)

WHY LOGO

Why LOGO? is a free 16 page booklet published by LOGO Software Ltd to introduce their new full LOGO for the BBC microcomputer. Its contents include: the history and conceptual basis of LOGO; LOGO in action; the grammar and vocabulary of LOGO; and a full bibliography.

1985 will be the year in which LOGO comes into its own in the classrooms of Britain. **Why LOGO?** deals with the How and Why of this revolution in educational computing.

To get your copy of **Why LOGO?**, just fill in the coupon below and send it to:
LOGO Software Ltd, FREEPOST, Twickenham, Middlesex TW1 1BR.

NAME.....

ADDRESS.....

bits

MSC SOFTWARE
Coventry Council and the Manpower Services Commission are to develop a large range of software for training young people. The scheme, which will cost about £1m, follows Coventry's two-year project using Plato, a mainframe computer system linked to terminals throughout the city. Software developed for the Plato system will be converted for use on microcomputers and new programs will be developed.

The programs and related materials will be aimed at similar groups to those identified by the previous project and the subjects will range from safety to sewing, catering and car mechanics. Initially the courseware will be for use on the BBC Micro only, but there are plans to convert it for other computers.

WORDWISE PLUS
"Wordwise Plus", a new development for the "Wordwise" wordprocessing system from Computer Concepts, was released this week. It introduces the segment concept: by partitioning the memory space available, users can process up to 11 different documents simultaneously. "Wordwise Plus" has its own high-level programming language so that by storing instructions, in place of text, in a segment, almost unlimited extra features can be added.

To give users a taste of the new flexibility, Computer Concepts are supplying procedures to do alphabetical sorting, mail merge, multi-column work, continuous and automatic indexing, as part of the package. Users load these just like text, without needing any knowledge of the procedural language. It is also possible to do a cloze-type decision of every tenth word on any text, whether stored on disk or just typed in by the pupil, and to set up successive versions of text with various combinations of letters and punctuation characters deleted. The original text and successive partially-deleted versions can all be stored in segments.

The system is fully compatible with "Wordwise". Loading and saving, say Computer Concepts, are ten times faster; safety nets prevent accidental overwriting of an existing file or loading new text without first saving text in memory; special embedded commands give easier access to printer effects like underlining and double-strike.

"Wordwise Plus" costs £49 plus VAT. "Wordwise" upgrades are available direct from Computer Concepts only by returning the complete "Wordwise" package, at £17 plus VAT.

Computer Concepts, Gaddesden Place, Hemel Hempstead, Herts HP2.

SCHOOL BUILDING
A microcomputer program to help architects and engineers calculate various ways of saving energy when they are designing new school buildings was launched recently by the DES. The program has been developed to link directly to the DES Design Note 17, which sets limits on energy design and annual energy consumption.

It requires no knowledge of computing and prints results in a format which can be used by local education authorities when they apply to the DES for approval of their building projects.

"Computer Program for Energy Values in DN17" is available on 5¼ floppy disk with manual for £52 (including VAT and postage), from Architects and Building Group, DES, Room 7/38, Elizabeth House, York Road, London SE1 7PH in two versions for Apple II and Commodore 8000 series. Cheques payable to "DES DN17 Computer Program".

Andrew Rothery discovers a school-based in-service course on teaching with micros

Micros in the Primary Classroom
by ITMA Collaboration (investigations of teaching with microcomputers as an aid)
Module 1 The Classroom, the micro and you
Module 2 The curriculum and the micro
Module 3 Managing the micro
Module 4 Building in your ideas
Module 5 Going on learning
Price £20 plus VAT each module
£85 plus VAT complete set
Software available on disk or cassette for RML 380Z/480Z and BBC micro.
Longman 1984.

The ITMA collaboration has been producing good software for primary schools for many years now. Many of their original classics such as *Pirates* and *Janeplus* have been widely adopted and welcomed. Now Longman are launching a new concept from ITMA. *Micros in the Primary Classroom* is not just a set of software packs, it is an in-service course. Also it is clear from the nature of the materials supplied that the authors intend their packs to be used as a school-based course.

Five packs of computer programs are supplied, each pack covers one theme. Together with program notes ITMA supply a course reader and suggestions for organizing sessions for teachers in a school to learn about using the programs.

In a way, this is a do-it-yourself course. Using the study guides and course readers a group of teachers can follow a structured programme of activities. Ideally someone should agree to act as a course leader. This someone might be an experienced fellow teacher or an L.e.a. adviser or local college lecturer. Teachers from two or three nearby schools could agree to cooperate in forming a course group. Activities in the course involve trying out and evaluating the programs supplied.

The materials could theoretically be used to support a more formal course presented by an L.e.a. or college, but copyright restrictions forbid giving out copies of the program to course members. Participating schools would each have to buy a pack. However, as many primary teachers are already working in self-help groups because of the shortage of formal courses, the style of presentation is particularly well suited to teachers' present needs.

Module 1 provides a general introduction to computer use. It contains the well-known *Pirates* program in which a treasure hunt provides a context for work on coordinates. It also contains *Bigalf* and *Burglar*, two similar guessing puzzles, one based on numbers and the other on letters. There is *Counters*, a straightforward game of strategy involving simple arithmetic, and *Woodworm*, an interactive puzzle helping with spelling. The study guide recommends that you spend four 1½ minute sessions using and discussing the programs. It suggests that in between sessions you should try out the programs in class and then compare notes with your colleagues at the next meeting.

As with all the modules, the course reader describes sample lessons and comments on the more general principles of software usage in the classroom. These descriptions are very helpful and illuminating.

Module 2 introduces a method of evaluating software. This is also a device for promoting discussion of the impact of micros on the curriculum. Activities suggested for relating to learning environments are skill learning, concept reinforcement, skill practice, strategy development, problem-solving and investigations. Headings are also suggested for categorizing the classroom management styles of computer use. Programs supplied with this pack include *Janeplus*, *Barset* and *Barpic*. Though these are predominantly mathematical they illustrate some of the curriculum issues quite well.

The programs in Module 2, and indeed many of the other programs in this series, are also available separately from Longman. So please be advised not to accidentally duplicate your purchases. The *Eureka* program (man in a bath does graphs) is another well known program. It slips into this collection in Module 3.

The theme of Module 3 is less specific than those of other units. It covers logic, graphical interpretation, aspects of language work and the issue of motivation. The first three modules deal mainly with mathematics and language, but Module 4 broadens its scope across the curriculum. *Building in Your Own Ideas* is based on the notion of data classification. The classification is carried out via a tree-like hierarchical structure. Some teachers may have encountered this kind of thing in an early program which enabled you to build up a file of animals which you work with by asking questions with yes/no answers. *Seek*, *Think* and *Intree* are developments of this, enabling you to build a range of different kinds of binary structured databases.

The course reader suggests nine 90 minute course meetings to come to grips with the full range of possible uses. There are excellent supporting booklets describing classroom activities, program notes and sample databases. Applications include animals, rocks, powders, polygons, slugs, and leaves. Though broad in scope, this kind of material is particularly useful for science work.

Finally Module 5 is again based on a specific but wide ranging program. *Slyfox* is fundamentally a game where you have to find hidden objects using logically thought out strategies. The game can be played in terms of different "scenes" which are supplied as pictures, information about the logical structure of the scenes and clues. A supporting program *Scene* enables children to build their own scenes for others to use. The screen does not itself have any graphic contents; the computer guides the user by written responses. The system is claimed to develop skills of logic, language, visualization and problem solving. It cannot be neatly classified in terms of traditional subject areas but it certainly provides an absorbing and demanding task which children will enjoy and benefit from.

Longman have basically repackaged some old ITMA programs and have supplemented them with new ones. The course-style support is very useful indeed; even if you do not set up a course it is helpful to have plenty of information about using the programs in the classroom. ITMA programs have a style of their own. The use of graphics is much less adventurous than in many rival programs currently on the market, and the use of drivecharts rather than detailed screen menus is a feature which has not been adopted more generally by other software developers. In these respects the programs seem superficially less up-to-date.

However, a fundamental theme in most ITMA programs is that of strategic thinking, logic, organization and problem solving. In these respects the quality of the programs is excellent. *Micros in the Primary Classroom* is an opportunity to acquire relatively cheaply this collection of ITMA programs, containing a number of classics both old and new together with helpful documentation and guidance.

Introduce your kids to another friendly teacher.

The Mr. Men and friends, have all gone back to school. They're learning a lot. So they can help youngsters, from 4 upwards, to an enjoyable start on the rudiments of reading, and the basics of arithmetic.

There are games for keen-eyed youngsters to sharpen observation, and games to help unravel the mysteries of left and right. They're ideal for home use, nursery and primary schools.

HERE & THERE WITH THE MR. MEN
Telling left from right, and working out simple routes can confuse young children. In these four games they learn by giving directions to the Mr Men. Watching what happens on screen is fun. The games progress in difficulty as the children get more expert.
For 5 to 8 year olds. On cassette for the Spectrum 48K, BBC B and Electron. £7.95

WORD GAMES WITH THE MR. MEN
Some sorts of words can cause difficulty for children just starting to read. This double cassette pack takes an amusing look at comparatives and superlatives. It also has fun with opposites and keeps Mr. Bounce leaping about with positional adverbs. Fourteen games in all. Includes keyboard overlay and illustrated book.
For 5 years upwards. On cassette for the Spectrum 48K. £9.95

Also available: First Steps with the Mr. Men – games for pre-readers. On cassette for the BBC B, Electron; CBM64 and Spectrum 48K. £8.95

COUNT WITH OLIVER
Two games in which cheeky young Oliver learns to count and do simple sums. Choosing different toys in various colours requires single digit answers from the players.
Next greedy Oliver asks for lollipops and adds up different shapes and colours. Subtraction is achieved when Oliver devours the lollipops. He swells visibly and his fate will delight young children.
For 4 to 7 year olds. On cassette for the CBM64. Spectrum 48K, BBC B and Electron. £7.95

LOOK SHARP!
Two programs with seven games to test and train children's powers of observation in an amusing way. On Old MacDonald's farm they sort the sheep from the geese and the cows from the pigs. The games are Memory, Odd-one-out and Snap.
SORT, the second program, is a space observer's test with a variety of space scenes to scan and remember.
For 3 to 11 year olds. On cassette for the CBM64. Spectrum 48K, BBC B and Electron. £7.95

QUICK THINKING!
Two futuristic, arithmetical mind stretchers. In SumVaders aliens in numbered space ships drop numbered robots. Correctly adding or subtracting the two numbers destroys the robot. If you are wrong or late the robot lands. Correct answers are displayed. Five levels of difficulty.
Robot Tables puts the player in charge of a robot making machine. Maximum robot output is only achieved by mastering multiplication tables to give the correct instructions to the machine.
For 7 years to adult. On cassette for the CBM64. Spectrum 48K, BBC B and Electron £6.95
All CBM64 and BBC B versions are available on disk.

MIRRORSOFT
SOFTWARE FOR ALL THE FAMILY.
Available from Boots, W.H. Smith, Spectrum and all good software stockists. Write for a free catalogue to Mirrorsoft, Holborn Circus, London, EC1P 1DQ.

Christmas magic

Hugh David on BBC Television's children's series of the season – 'The Box of Delights'

CHILDREN'S TELEVISION
The Box of Delights
BBC1, Wednesday 4.55pm.

For those of a certain age, *The Box of Delights* has always been part of Christmas. They are the people who can remember gathering around wirelesses to hear the famous 1947 Home Service adaptation – and, although the current BBC Television production is primarily intended for children, they are the people whom producer Paul Stone is most anxious to please.

Never before, he says, has he received letters about a programme before it has gone out. But – such is its appeal – they started arriving as soon as *The Box of Delights* was announced; letters from adults fearful that "TV tricks and gimmicks" would spoil their children's enjoyment of that most magical of stories.

By now those parents are probably happy enough. Tricks and gimmicks though there are – the £1m serial is one of the most technically sophisticated projects the BBC has ever attempted – on the basis of the first three episodes it is clear that neither the mood nor the magic of John Masefield's novel has been sacrificed to them. Indeed, the line last week that "Christmas ought to be brought up to date" had an ironic ring: every shot and every nuance in Alan Seymour's script perfectly catches the book's thirties nursery world of steam and buttered eggs.

> **"This serial will undoubtedly be one of the treats of Christmases to come, as eagerly awaited as the first fall of snow"**

Robert Stephens is properly melodramatic as the arch-villain Abner Brown (a part he confesses he would have played for nothing) and Patrick Troughton perfect as the Punch-and-Judy man Cole Hawlings. It is their committed playing – together with good performances from 13-year-old Devin Stanfield as Kay Harker and Crispin Muir as his friend Peter – which compels us to suspend disbelief when the story kicks over the familiar traces of studio-bound television drama.

This happens all the time. The computer wizardry, elaborate animation sequences and separation overlay techniques allow it to follow even Masefield's wildest fancies. Hawlings makes a picture on the drawing-room wall come to life and then steps right inside it. Young Kay pirouettes with a mouse and, in a later episode, can be seen actually hiding himself in the turn-up of Abner Brown's trousers. Fantasy runs riot before our eyes.

The most expensive children's production the BBC has ever undertaken, understandably the six-part serial has been heavily trailed both on screen and in the press. All the razzamatazz will have been worthwhile, however, if it alerts a wider audience to the quality of the work undertaken for children's television. *The Box of Delights* surpasses even such previous productions as *Moonfleet* and the award-winning *Machine Gunners*. And those who have missed it this year can rest easy: the serial will undoubtedly be one of the treats of Christmases to come, as eagerly awaited as the first fall of snow and as fondly remembered as that post-war radio version.

briefings

radio & tv

INTERNATIONAL EMMYS
ITV and Channel 4 won five of the top awards at last month's International Emmy presentation in New York. Two of the awards went to educational and children's programmes: to Channel 4 for its documentary series on China, "Heart of the Dragon", and to Thames Television for its animated production of Cosgrove Hall's "The Wind in the Willows".

For schools

CHILD CARE
(Mon-Fri 11.00, VHF4)
A series designed for students of a number of CSE courses, including social education, home economics and child studies. The first five programmes stimulate discussion on pregnancy and parenthood, while the rest illustrate the variety of family life.

SINGING GAMES
(Mon-Fri 11.30, VHF4)
Here six to nine-year-olds are introduced to traditional singing games mostly from the British Isles. Each programme features three or four songs which are arranged for percussion instruments, guitar and piano but can also be performed unaccompanied.

DRAMA WORKSHOP
(Mon-Fri 11.40, VHF4)
Burglary, a possible murder and aliens are some of the unlikely topics for this drama series for 11 to 13-year-olds. Broadcasts can be used as a whole or in sections to supplement the pupils' own ideas.

LA FRANCE AUJOURD'HUI
(Mon-Wed 14.00, VHF4)
A short series for fourth-year pupils with three "survival" programmes showing how to buy tickets, order food and get the right haircut.

BOOKS, PLAYS, POEMS
(Mon-Fri 14.30, VHF4)
Brian Rix stars as Bounderby in an adaptation of Dickens' "Hard Times" for 14 to 17-year-olds (see review).

BUSINESS FRENCH
(Thurs, Fri 14.00, VHF4)
How do you make a restaurant booking by phone? Can you reply politely but firmly to an awkward customer's letter? This series is for students of 16 to 19 following a one or two-year course.

Continuing education and general interest

THE MIND IN FOCUS
(Friday 16.10, Radio 4)
What does intelligence mean? How can it be measured? Can it be acquired? Peter Evans is joined by a group of eminent psychologists in an attempt to decide.

SHAKESPEARE IN PERSPECTIVE
(Saturday 18.50, BBC2)
P J Kavanagh gives his view of "Pericles", thought by many to be Shakespeare's trial run for "The Tempest". Kavanagh is astounded at the way the already successful playwright returned to the traditions of the morality plays for his effects.

EVERYDAY YOGA
(Mon-Wed, Fri 9.00, BBC1)
The last four programmes in Lyn Marshall's yoga routine invite you to stretch like the "Cobra" and the "Cat".

KIPLING
(Wednesday 21.00 C4)
A play based on extracts from the words and correspondence of the man who loved soldiers but hated war, a patriot for whom England was his "favourite foreign country". Alec McCowen plays Rudyard Kipling.

4 Television Programme Recording
Titles Available for Week Commencing Sunday 9 Dec 1984.

Sunday December 9
13.00 Utopia Limited: Health For All? *Fee Code A*
17.15 The Business Programme *Fee Code F*
Monday December 10
17.30 Black & White & Read All Over *Fee Code B*
Tuesday December 11
15.45 Years Ahead *Fee Code B*
Wednesday December 12
16.30 The Living Body; Our Talented Brain *Fee Code E*
20.30 Diverse Reports *Fee Code B*
Friday December 14
19.30 Right To Reply *Fee Code A*
22.15 A Week in Politics *Fee Code B*
Saturday December 15
13.20 Chips Comic — Series 3: Undergrround *Fee Code B*
20.00 The Sonnets of William Shakespeare *Fee Code D*
21.15 Trilogies *Fee Code D*
For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

The big cheat

Open Space
BBC2, Thursday.

Consciousness raising about television and school children is evidently working, at least among broadcasters and journalists. A couple of weeks ago *Did You See . . . ?* had Beverly Anderson talking about children's television and last week *Open Space* gave a whole programme over to media studies in the primary school. Then *The Listener* followed up both last week and even devoted its cover illustration to the subject.

Paul Kiddey's work with young children at Nottingham's Sunnyside Primary School is already well known to a small circle of media studies teachers. Last Thursday's programme made it accessible to a more general audience of teachers, broadcasters and parents, and would perhaps convince them of the value of media studies at its best.

Made by the children themselves (with the help of the Community Programme Unit), *Kids' TV – Just Like the Real Thing?* showed one class of nine-year-olds planning and recording their own news programme, and interspersed among their stories were classroom and studio sequences of them analysing children's television.

It was a lively and eye-opening picture of how young children can be turned into active viewers who can "answer back" to the kind of programmes broadcast for them. "The producers of *Newsround*," said one little boy, "should make up their mind whether it's for adults or children." A little girl was clearly disillusioned by *Blue Peter*'s attitude to children's capabilities: "When it has adults on they do something like gardening or parachuting and rock climbing, but when kids come on they're just doing games".

Kids' TV tackled too much in too short a time, but perhaps this is more a reflection of the need to exploit what little air time they get, than of the children's editorial skills. It chopped and changed from professional cartoons to children's news items and the processing of audience research on the classroom computer. Some of the items appeared painfully rehearsed, like the choruses of children reciting the computer results of viewing figures; and these unfortunately were the only moments at which the whole class seemed to be involved, so at no point would the programme allay teachers' fears about the problem of involving the whole class in practical television work.

But apart from these details, and more important than any of them, is the extent to which the programme demonstrated the potential of media studies for encouraging pupils to develop their critical faculties at a very early age. These children were able to role play, illustrate and then discuss sophisticated concepts like stereotypes, news priorities, value judgments, illusions and generally to take on board what Paul Kiddey calls "the grammar of television".

What did they think of their own efforts in making the programme? A nice touch at the end was to let us hear their criticisms as the credits went up: "A good title for it would be *The Big Cheat* – because of all the cheats we did in it."

Gillian Macdonald

Fact, fact, fact

SCHOOL RADIO
English for Exams: Books, Plays, Poems – "Hard Times"
Radio 4VHF
Monday–Friday, 2.30pm.

Stephen and Rachel in the sickroom

National newspaper radio reviewers have approximately the same space as this column in which to discuss the week's output of four national radio channels and as many of the BBC and independent local radio stations as they can hear. Small wonder then that, in all probability, none will so much as mention an ambitious five-part dramatization of Charles Dickens' *Hard Times* to be broadcast next week.

They just might, of course, if they notice that Brian Rix has a leading role, but on balance they probably won't since the production is intended for schools. For O and A-level pupils in particular, since the daily broadcasts are the second unit in the current series *English for Examinations: Books, Plays, Poems* (the first, an adaptation of Shakespeare's *Julius Caesar* ends today).

Although by Dickens' own standards and such epics as *David Copperfield* and *The Pickwick Papers*, *Hard Times* is little more than a novella, of necessity much has had to go in Elizabeth Proud's adaptation. What remains most strongly, however, is the atmosphere. The brooding, grimy streets of Coketown are brought vividly to life, but the production also contains sharply observed sketches of all the principal characters. Mr Gradgrind, the formidable Mrs Sparsit, Mr M'choakumchild, the teacher of "fact, fact, fact", Sissy Jupe and the honest workman Stephen Blackpool all come across as very much the characters Dickens described. This is a mark of the success of the production: gripping and wholly satisfactory as radio drama in itself, it will also be a very useful introduction to the novel for those studying or about to study it for examinations.

Like many of the other secondary English programmes transmitted so far this term, *Hard Times* is worth recording as a general resource even if the book is not currently on the syllabus. Equally useful will be the third and fourth units of *English for Exams*, to be broadcast in the week beginning Monday January 7. Two programmes on How to Approach a Modern Poem are followed by a three-part adaptation of that other staple of the syllabuses, Robert Bolt's play *A Man for All Seasons*.

David Hodson

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The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.

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Nursery Education

Other Appointments

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON-UPON-THAMES SURBITON INFANTS' SCHOOL
Kingston Road, New Malden, Surrey KT3 4LT. Tel: 01-942 1566
Head Teacher: Miss A.E. Thorogood
N.O.R. 360 plus NURSERY (2 part-time places)
Required from Easter 1985, an enthusiastic nursery teacher. Duties to be responsible for a class in the nursery unit.
Will involve working in a team consisting of two teachers and three N.N.E.B. assistants. Visits to the school welcomed.
London Allowance £678.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU. (S.A.E. please) to be returned to the Headmistress at the school by Friday 21st December 1984. (55786) 100026

DERBYSHIRE
See Derbyshire Display advert post reference NE57 A/P. Page 39. (55841) 100026

Primary School Education

Headships

AVON COUNTY
GOLDEN VALLEY COUNTY PRIMARY SCHOOL
Nailsea Park, Nailsea, Bristol BS19 1RB
Salary in accordance with Group 6
Vacancy from 15th April 1985
Further details and application from, returnable by 21st December 1984, from Director of Education, PO Box 37, Avon House North, St. James Barton, Bristol BS99 7EB. (Please enclose s.a.e.)
Avon is an equal opportunities employer. (56435) 110010

DERBYSHIRE
See Derbyshire Display advert post reference CO/P/19/12/P. Page XX. (55889) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
MONKTON CE PRIMARY SCHOOL (CONTROLLED)
The Street, Monkton, Ramsgate, Kent CT12 4JQ
Group 1 (subject to review April 1985). Roll 40
APPOINTMENT OF HEAD TEACHER
Appointment to take effect from the beginning of the Autumn Term 1985.
Application forms and further particulars are available from the Divisional Education Officer, Dommett House, The Vale, Broadstairs, Kent CT10 3BZ. (sae please) to whom they should be returned by 21st December 1984. (57645) 110010

BUCKINGHAMSHIRE
MILTON KEYNES AREA
COPPERFIELD COUNTY MIDDLE SCHOOL
Chapter, Coffee Hall, Milton Keynes MK6 5EA
Headteacher - Group 5
Required from April 1985, a well-qualified experienced teacher for the headship of this middle school.
The number of pupils on roll is approximately 550.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Gingever, B.Sc., M.Ed., Milton Keynes Area Education Office, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY, on receipt of a foolscap stamped addressed envelope. (58744) 110010

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
BRIERFIELD HOLY TRINITY R.C. (AIDED) PRIMARY SCHOOL
Nelson
(93 on Roll - Mixed)
Required 1st May, 1985 or earlier if possible.
HEADTEACHER - GROUP 2.
PRACTISING CATHOLIC PREFERRED.
Forms/further details from/to the Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ. (SAE please).
Closing date: 20th December, 1984. (55387) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship appointments:
ASKRIGG STEEPLE C.E. PRIMARY SCHOOL
Near Northallerton (GROUP 2)
BISHOP THORNTON R.C. PRIMARY SCHOOL
Near Harrogate (GROUP 1)
Applications from practising Roman Catholic teachers only.
GRANTLEY COUNTY PRIMARY SCHOOL
Near Ripon (GROUP 1)
MASHAM HEALEY C.E. PRIMARY SCHOOL
Near Ripon (GROUP 1)
OSMOTHERLEY COUNTY PRIMARY SCHOOL
Near Northallerton (GROUP 1)
Please send stamped addressed envelope for application forms and details to the County Education Officer, County Hall, Northallerton DL7 8AD, to whom completed forms should be returned no later than 21 December 1984. (55844) 110010

Headteacher
(Group 4)

ENGLISH MARTYRE R.C. (AIDED) PRIMARY SCHOOL, Derwent Drive, Worthing.

HEADTEACHER (Group 4) required April 1985 (232 on roll) for this well established Catholic School.

Applicants should be practising Roman Catholics.

Details and application form from Area Education Office, 15 Mill Road, Worthing, on receipt of s.a.e. Closing date 4th January 1985

Re-advertisement; previous applicants will be considered and need not re-apply. (55911)

West Sussex COUNTY COUNCIL

City of Manchester EDUCATION DEPARTMENT

Headteacher – Group 4
Required from Easter 1985:

We require a suitably qualified and experienced teacher for the post of Headteacher in this Group 4, Inner City County Junior School.

Vacancy due to the retirement of the present holder.

Application forms and further particulars are available from the Chief Education Officer (S2/J'OB), Education Offices, Crown Square, Manchester. M60 3BB, to whom they should be returned by 19th December 1984.

"Manchester City Council is an Equal Opportunities Employer, and we positively welcome applications from women and men, regardless of their racial, ethnic or national origin, disability, age, sexuality, or responsibilities for dependants". (55886)

ilea Inner London Education Authority

HEADSHIP

ELFRIDA (JM) SCHOOL
Elfrida Crescent, SE6 3EN

Applications are invited from suitably qualified and experienced teachers for the headship of this school. Vacant 22 April 1985. Roll 181. Burnham group 4 plus Inner London allowance.
Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed forms 21 December.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (55849)

Headships

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:–

Clifford Road County Primary School, Ipswich *(Re-advertisement)*

Group 5 Ages 5–11 Number on Roll 229

The school was opened in 1907 to serve a residential area near the centre of the town.

The appointment will date from the beginning of the Autumn Term 1985.

Previous applicants who wish to have their applications reconsidered must please write to this effect.

Northfield Junior School, Lowestoft

Group 5 Ages 7–11 Number on Roll 333

The school is situated on the north-eastern side of the fishing, industrial and resort town of Lowestoft.

The appointment will date from either the beginning of the Summer Term 1985 or Autumn Term 1985.

St Margaret's Junior School, Lowestoft

Group 4 Ages 7–10 Number on Roll 172

The school is situated in the fishing, industrial and resort town of Lowestoft.

The appointment will date from either the beginning of the Summer Term 1985 or Autumn Term 1985.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (SAE please) and completed forms should be returned by 21st December 1984. (5135)

Suffolk County Council

Wiltshire

Primary Education

HEADTEACHER POSTS

Hindon C.E. (Aided) First School

GROUP 1

RE-ADVERTISEMENT

HEAD TEACHER required from April 1985, for this newly established C.E. (Aided) First school. The School opened at the beginning of the Autumn Term 1984, following the closure of Fisherton de la Mere C.E. (Aided) First School and Hindon C.E. (Controlled) First School, and a period during which these Schools operated on a federative basis with an Acting Head. Hindon School is housed in recently remodelled premises and is one of 4 First Schools serving Duchy Manor Middle School, to which pupils transfer at the age of 9+. Hindon is a small village on the B.3089 between Salisbury and Tilbury and was among the first villages in the County to be designated as a conservation area.

Application form and further details (SAE please) from and returnable to the Chief Education Officer, Education Department (STT/PAME), County Hall, Trowbridge, by 16th January, 1985.

Previous applicants will be reconsidered and need not re-apply.

Shaw Ridge County Primary School – Swindon

HEADSHIP – GROUP 5

Head Teacher required from Easter 1985 for this new school which will open the following September. The school is situated in West Swindon, a rapidly growing urban area lying about three miles from the town centre.

Applications are invited from suitably experienced teachers with a clear view of good primary practice and the skills and enthusiasm to implement an appropriate curriculum.

Application form and further details (S.A.E. please) available from The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wilts, SN1 1QH. The closing date for return of forms is 17th December, 1984. (5110)

St. Peters R.C. J.M. & I. School
(Roll 183)
Dorset Avenue, Romford, RM1 4JA.
Required for Easter 1985

HEADTEACHER

Group 4

Voluntary Aided J.M. & I. School.

Application forms and further details are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR.

Havering

Completed forms should be returned to Rev. Fr. J. Taylor, Chairman of Governors, 5 Park End Road, Romford, Essex, by 18th December, 1984.

PRIMARY HEADSHIPS
continued

OXFORDSHIRE
COUNTY COUNCIL

WANTAGE COUNTY PRIMARY SCHOOL

Applications are invited for the Headship of this Group 4 Primary School vacant from April 1985.

Further details and application forms available from The Chief Education Officer (Ref: D.P.C.), Macclesfield House, New Road, Oxford OX1 1NA to be returned by 31st December. S.A.E. essential. (26549) 110010

WALSALL
METROPOLITAN BOROUGH COUNCIL

HEAD TEACHER, Group 5 required January 1985, or as soon as possible thereafter, at Park End Infant School, Park Hall Road, Walsall, with 132 pupils on roll (including 26 part-time Nursery pupils).

This is a modern open plan school, with a 15 (full-time equivalent) place Nursery Unit, serving a residential area of mainly owner-occupied property, set in a tree-lined park. The School enjoys the support of a caring and active Parent's Association and there are close links with the neighbouring Park Hall Junior Community School.

For application form send S.A.E. to the Director of Education, Civic Centre, Darwell Street, Walsall.

Closing Date: 14.1.85.

Walsall is an Equal Opportunity Employer.

(38764) 110010

Deputy Headships
Second Masters/
Mistresses

BERKSHIRE

BOYNE HILL C.E. (CONTROLLED) INFANT SCHOOL

Rutland Road, Maidenhead, Berks. SL6 4HZ

N.O.R.: 184

Required for April, 1985, DEPUTY HEADTEACHER for this Group 4 School.

Application forms and further details available from The Director of Education, Staffing Section (Ref: DH), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE).

Closing Date: 17.12.84.

An Equal Opportunity Employer.. (26254) 110012

CROYDON
LONDON BOROUGH OF CROYDON

COULSDON C. of E. (JM & I)
Bradmore Green, Old Coulsdon, Surrey CR5 1WD

Tel: Downland (71) 54789

Tenable: Summer Term 1985 (15th April 1985)

The Governing Body of the School invite applications for the post of Deputy Head Teacher, tenable from the beginning of the Summer Term 1985 (15th April). Applicants should be qualified and experienced teachers who are committed and active communicant members of the Church of England. The School enjoys strong parental support and a close liaison with the Parish Church of St. John.

Removal expenses will be reimbursed (details on request).

SALARY - Burnham Scale - Deputy Head Teacher (Group 4) plus £678 London Allowance.

Application forms and further details from the Chairman of the Governors, Reverend John Wiltshire, The Rectory, 352 Coulsdon Rd, Old Coulsdon, Surrey, CR5 1ED (Tel: Downland (71) 52152).

Completed application forms to be returned to the Chairman of Governors by Wednesday 19th December 1984. 110013 (26402)

DORSET

ST. MARY'S C.E. FIRST SCHOOL
Station Road, West Moors (Age Range 5 - 9)
DEPUTY HEAD TEACHER (GROUP 3)
Required from September 1985.

Details and application forms from the Staffing Officer, Education Office, Furzehill, Richmond Hill, Bournemouth, to reach us by 4.p.m. Closing date 31st December 1984. 110012 (26409)

HEREFORD AND WORCESTER

COUNTY COUNCIL

BROADHEATH C.E. PRIMARY SCHOOL
Sailor's Bank, Lower Broadheath, Worcester WR2 5QT

Required from April 1985, Deputy Head Teacher for this Group 3 School.

In addition to duties as Deputy Head Teacher, the ability to assume responsibility throughout the school for one of the following subjects - Mathematics, Science, Music or Games would be an advantage.

Application forms and further details are obtainable from the Headteacher on receipt of a foolscap stamped addressed envelope. (35880) 110013

NORTHAMPTONSHIRE

DANESHOLME INFANT SCHOOL
Motala Close, Corby, Northants. NN18 9DJ

APPOINTMENT OF DEPUTY HEAD - GROUP 4

(Possibility of Group 5 April 1985)

An experienced, enthusiastic and flexible teacher is required as Deputy Head of this 5-class plus Infant School whose organisation is based on co-operative teaching.

Applicants should state areas of expertise; music could be an advantage but is not essential.

Closing date - 21st December.

Details and application forms (s.a.e.) from the County Education Officer (Ref: M1), Northampton House, Northampton NN1 5HX. (35889) 110013

Scale 2 Posts and above

AVON COUNTY

ST JOHN'S RC VA PRIMARY SCHOOL
Pulteney Road, Bath BA2 4EZ
Group 3
Required from 15th April 1985, full-time permanent teacher for Juniors. Successful applicant expected to be Games Coordinator, coordinating Language Studies throughout the school, and also to be responsible for Boy's Games. Scale 3 available for suitable candidate. All applicants should be practising Roman Catholics.

Letters of application to the Headteacher/Chairman, giving full c.v. and names of two referees, or enclosing same. Avon is an equal opportunities employer. (36454) 110020

BUCKINGHAMSHIRE

MILTON KEYNES AREA
AYLESBURY AND COUNTY FIRST SCHOOL
Westbury Lane, Newport Pagnell MK16 8NL
Required from April 1985, a reception class teacher. Due to the promotion of the present post holder, an experienced and enthusiastic First School teacher is required to take responsibility for the continued development of a major curriculum area, to work as co-ordinator for 4 or 5 reception classes and to teach a class of 5 plus 6 year olds. Scale 3.

Assistance with removal expenses and rented housing may be available in appropriate cases and there is a wide range of housing to buy in the area.

Application forms are available from the Headteacher, Mrs A. Linham, on receipt of a foolscap stamped addressed envelope. (35871) 110020

CAMBRIDGESHIRE

CAMBRIDGE AREA
EDUCATION PRIORITY AREA
HORSLEY MEMORIAL PRIMARY SCHOOL
Cambridge
Required for January or as soon thereafter as possible, Scale 3 Teacher of Juniors to be responsible for Mathematics for the whole primary age range.

Further details and application forms from The Headteacher, Morley Memorial Primary School, Ditton Grove, Cambridge CB5 8QA (sae please). (26317) 110020

CROYDON
LONDON BOROUGH OF CROYDON

WOLSEY JM
King Henry's Drive, New Addington, Croydon CR0 0PA

Tel: LODGE HILL (66) 45103

Tenable 1 January 1985

Enthusiastic General Subjects/Games teacher with overall responsibilities for P.E. and Games.

Closing date: 21 December 1984.

SALARY - Burnham Scale 2. With London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (36477) 110020

DERBYSHIRE

See Derbyshire Display advert post reference NE57 p/e Page 34. (35858) 110020

DONCASTER

DENABY MAIN INFANT SCHOOL
School Walk, Denaby Main, Doncaster DN12 4HZ
Required for Easter 1985 Scale 3 SPA Teacher of Environmental Studies.

Application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP (SAE) to whom they should be returned by the 21 December 1984. (30525) 110020

ENFIELD

LONDON BOROUGH OF ENFIELD
BOWES JUNIOR SCHOOL
Bowes Road, London N11 2NL

Required for Easter 1985, an experienced and active class teacher (Scale 2) to develop the Arts and CRAFT across the curriculum and to influence school policy in the multi-racial school. A comprehensive job description will be provided.

Application Allowance £678.

Application forms, to be returned to the Head Teacher at the school by 21st December 1984.

HAZELWOOD INFANTS SCHOOL
Hazelwood Lane, Palmers Green, London N13
Roll 234

Required Easter 1985, a good infant teacher (Scale 2), with a keen interest in the computer and with special responsibility for Audio Visual aids - their safekeeping and use.

Candidates must:-

(a) have knowledge of the various audio visual aids used in the school and be prepared to second and set-up apparatus for use in school and school functions.

(b) instruct staff in the use of equipment.

Visits to be prepared to attend courses to further skills knowledge.

London Allowance, £678.

Application forms (large SAE) obtainable from, and to be returned to, the Head Teacher at the school as soon as possible. (36207) 110020

HARROW

EDUCATION COMMITTEE
PRIESTMEAD FIRST SCHOOL
Hertford Avenue, Kenton, Harrow, Middlesex HA3 8SZ
Tel: 01-907 1344

Required for April 1985 an experienced, enthusiastic and imaginative teacher to take a class of 6 - 7 year old children in the first instance, although applicants should be willing to teach throughout the 5 - 8 age range. The successful candidate will be responsible for coordinating work in mathematics computers and science throughout the school. A Scale 3 post is available for a suitably qualified and experienced candidate.

Application forms from and to be returned to The Headteacher by 17.12.84.

Please enclose stamped addressed envelope. 110020 (33738)

HILLINGDON
LONDON BOROUGH OF HILLINGDON

PINKWELL JUNIOR SCHOOL
Pinkwell Lane, Hayes, Middlesex UB3 1PG

Required for April 1985 an enthusiastic and lively teacher for a Scale 2 post.

The successful candidate will be expected to organise the development of Science throughout the school. An interest in Boys' Games would be an advantage.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 21st December 1984.

Outer London Allowance Payable. 110020 (26647)

NEWHAM
LONDON BOROUGH OF NEWHAM
MONEGA JUNIOR SCHOOL
Monega Road, London E12 6JT
Head Teacher: Mr. K.R. Winger
Number on roll: 300
RESPONSIBILITY FOR MUSIC (WITH DANCE/DRAMA IF POSSIBLE)
SCALE 3
Required: EASTER 1985.

The school operates on a project based curriculum, and the person appointed will be responsible for developing Music/Dance/Drama within this approach throughout the school.

Visits Welcome. Please contact Head Teacher. Previous applicants will be considered.

LONDON ALLOWANCE £1,038 plus Social Priority/ Allowance.

Application forms(s.a.e. please) available from Director of Education to whom completed forms should be returned by 18th December 1984.

Education Offices, 370/393 High Street, Stratford E15 4RD.

An Equal Opportunity Employer. (36459) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
NORTHERN ROAD JUNIOR SCHOOL
Eastern Road, London E15 3JH
Head Teacher: Mr A.J. King
Number on roll: 261
Responsibility for Dance and Drama Scale 2.
Required APRIL 1985.

An interest in girls games would be an advantage. Visits welcomed. Please contact Head Teacher.

LONDON ALLOWANCE £1,038 plus Social Priority Allowance

Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 18th December 1984.

Education Offices, 370/393 High Street, Stratford E15 4RD.

An Equal Opportunity Employer. (36460) 110020

STOCKPORT

Required as soon as possible TEACHER - ENGLISH AS A SECOND LANGUAGE Scale 2 (Ref. 2560).

A suitably qualified and experienced teacher required to assess the language needs of primary school pupils whose mother tongue is not English, and to give appropriate teaching and/or support to schools which provide for those pupils. The possession of ESL training or qualifications would be useful.

Application forms obtainable from, and returnable to the Director of Education, Town Hall, Stockport SK1 3XE by 21st December 1984.

Stockport Metropolitan Borough is an Equal Opportunities Employer. 110020 (30550)

Scale 1 Posts

BERKSHIRE

WILDRIDINGS COUNTY JUNIOR SCHOOL
Netherton, Bracknell, Berks. RG12 4QS
N.O.R. 250

An enthusiastic teacher is required in January for a temporary Scale post. The situation requires a good general subjects Junior Teacher and an interest in any of the following would be an advantage: Science, Display, Drama, Athletics, Computers, Games and P.E., CDT.

Visits to the school are encouraged and further details available from the Headmaster (ASAE). Tel: Bracknell 425483.

Closing Date: 17.12.84.

An Equal Opportunity Employer. (26525) 110022

BEXLEY

LONDON BOROUGH

The Authority has a small number of full time vacancies for Primary trained teachers from 1st January 1985. Applications from experienced infant teachers particularly welcome.

Application forms available from Chief Education Officer for Schools (T6), Town Hall, Crayford, Kent DA1 4EN (enclosing foolscap s.a.e.). (27638) 110022

BIRMINGHAM

HOLY CHILD SCHOOL
Sir Harry's Road, Edgbaston, Birmingham B15 3QR
Infant Teacher required January 1985 for 3½ - 5 year olds. Temporary appointment initially with the possibility of being made permanent. Applicants should be practising Roman Catholics.

Applications with C.V. and the names and addresses of two referees to the Headmistress by December 15th 1984.

Please enclose a stamped addressed envelope. (26328) 110022

BRENT

LONDON BOROUGH OF BRENT
BRIDGE INFANTS' SCHOOL
Bridge Road, NW10 9BX
(Roll: 168 plus Primary Nursery - Social Priority School)
Required from January 1985 a TEACHER (Scale 1). This is a temporary appointment to cover a secondment for 2 terms. The candidates should be infant trained and able to teach across the whole infant range.

FURNESS INFANT SCHOOL
Furness Road, NW10 5YT
(Roll: 218 plus Nursery - Social Priority School)
Required immediately - INFANT TEACHER (Scale 1) experience with or an interest in Nuffield Mathematics an advantage.

ROE GREEN JUNIOR MIXED SCHOOL
Princes Ave., Kingsbury, NW9 9JL
(Roll: 380)
Required from January, 1985 a Part-Time TEACHER (0.5) to assist with Language Support Work in the Second Year. Experience with this type of work essential, as well as a willingness to work in close co-operation with the Second Year Staff.

London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities employer.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Headteacher, returnable within 10 days. (26362) 110022

CAMBRIDGESHIRE

CAMBRIDGE AREA
LINTON HEIGHTS JUNIOR SCHOOL
Required from April 1985 teacher (Scale 1) for 4th year class, interest in Boys Games and Audio Visual an advantage, but not essential.

Apply by letter with full c.v. and names/addresses of two referees to Headteacher, Wheatsheaf Way, Linton, Cambridge. (26424) 110022

CHESHIRE
EDUCATION COMMITTEE

OAKFIELD COUNTY INFANT SCHOOL
Edinburgh Road, Widnes WA8 8SQ

SCALE 1

Required for children aged 5 to 7 within the Diagnostic Unit.

Some experience of Special Education or slow learning in young children and knowledge of current assessment techniques would be an advantage.

Further information regarding this post is obtainable from Mrs. Jenkins the Head Teacher, Oakfield County Infant School (051-424 4858). (26030) 110022

DEVON

Please see displayed advertisement on Page 42. (35209) 110022

HARROW

EDUCATION COMMITTEE
ST. JOSEPH'S FIRST AND MIDDLE SCHOOL
Dublin Close, Belmont, Harrow HA3 7LF
Tel: 01-863 8531

Required for January 1985 an experienced class teacher for the lower First School (5/6 year olds). One term appointment at present.

Application forms from and to be returned to The Headteacher by 21st December 1984.

Please enclose stamped addressed envelope. (35731) 110022

HARROW

EDUCATION COMMITTEE
ST. GEORGE'S FIRST SCHOOL
Sudbury Hill, Harrow, Middlesex HA1 3SB
Tel: 864 8540

Required for January 1985, a temporary teacher for a class of rising 5 year olds. Practising Roman Catholic preferred.

Application forms from and to be returned to The Headteacher by 17.12.84.

Please enclose stamped addressed envelope. 110022 (35741)

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND-UPON-THAMES
SHEEN MOUNT PRIMARY SCHOOL
West Temple Sheen, London SW14 7RT

The following staff are required for January 1985:

1. Full time unestablished Scale 1 experienced teacher to cover for maternity leave for a class of first and second year Juniors. An interest in conversational French would be an advantage.
2. Part-time (0.8) unestablished Scale 1 teacher for four full days per week for two terms. The teacher would be required to work with an established teacher in a reception class and be willing to take on additional responsibilities within the school.

All posts carry an outer London allowance of £678.

Application forms and further details (foolscap s.a.e.) are available from the Director of Education, Royal House, London Road, Twickenham TW1 3QB, returnable to the Acting Headteacher as soon as possible. (35731) 110022

HERTFORDSHIRE

EASTBROOK INFANTS' SCHOOL
Eastbrook Lane, Hemel Hempstead
Required for January 1985, for one term, to teacher to work co-operatively in an open plan unit. Applicants should be sympathetic to the individual needs of children.

Apply by letter to the Acting Head, including curriculum vitae and names and addresses of two referees. (26453) 110022

HERTFORDSHIRE

WHITEHILL JM SCHOOL
Whitehill Road, Hitchin, Herts. SG4 9HT
Tel: Hitchin 59188

Required for January 1985, an enthusiastic teacher for 2 terms for year Junior class. Applications are invited from experienced teachers willing to make a significant contribution to school life. The ability to help with at least one of the following areas of the curriculum would be helpful: Boys' Games, Computers, Drama and Guitar. The post is initially on a temporary basis for two terms, to cover the secondment of an experienced teacher. Willing Deputy Headteacher of another school in the Division.

Apply in writing to the Headteacher at the school, as soon as possible, with Curriculum vitae and names and addresses of 2 referees. Please enclose s.a.e. (26453) 110022

Middle School Education

Deputy Headships
Second Masters/
Mistresses

SURREY

EDUCATION COMMITTEE
RAVENSCOTE COUNTY MIDDLE SCHOOL
Frimley, Surrey
(NOR 550)

Required for the Summer Term 1985 a SECOND MASTER/MISTRESS for this Group 7 school for pupils aged 8 - 12 years. Salary scale £10,884 - £12,123 per annum plus Area London Allowance. A committed teacher able to take particular and administrative experience to the continuing development of this school.

For further details and application forms (foolscap s.a.e.) are available from the Director of Education, Reigate House, London Road, Twickenham TW1 3QB, returnable to the Headmaster, Mr G. Gregg, Old Bisley Road, Frimley, Surrey. Tel: Camberley 22270). (26524) 120012

HAMPSHIRE

Primary First Teaching Appointments

For September 1985, Hampshire, one of the largest non-metropolitan counties, is expecting to recruit a substantial number of primary probationer teachers.

Applications are invited from primary students who will complete their training in 1985 and interviews will be held in Winchester on 4th, 5th and 6th March.

An application form together with further details can be obtained by sending a Stamped Addressed Envelope to:

The County Education Officer
(Ref: SS/TM/SR)
The Castle,
Winchester,
Hants. (0926)

LONDON BOROUGH OF BARKING AND DAGENHAM

INFANT AND PRIMARY TEACHERS

A number of temporary and permanent vacancies exist in infant and primary schools from January 1985. Applicants should be infant/junior trained and ideally have experience and knowledge of reception age teaching. Previous applicants will be reconsidered. Scale 1 plus £1,038 per annum Inner London Allowance. An equal opportunity employer. Removal expenses payable in respect of permanent appointments. Contact the Education Department, Staffing Section (01-594 3899) IMMEDIATELY for details of the vacancies and an application form which should be returned as soon as possible.

AN EQUAL OPPORTUNITY EMPLOYER (5120)

Barking & Dagenham
LONDON BOROUGH

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the county
* Generous relocation expenses in approved cases.
* Assistance with temporary housing may be available.

HEADSHIP

ROYAL KENT C/E FIRST AND MIDDLE SCHOOL, Oxshott.

HEADTEACHER required from the commencement of the Summer Term 1985 for this Group 4 Voluntary Controlled First and Middle School for pupils aged 5–12 years.

N.O.R. (January 1985) 197. Salary scale £11,112 p.a. – £12,384 p.a.

Application forms and further details available from Area Education Officer, 7, Monument Hill, Weybridge, Surrey, KT13 8RZ.

Closing date 31 December 1984. (5136)

READVERTISEMENT

Required for April 1985

LARKSWOOD INFANTS' SCHOOL — New Road, Chingford, London E.4. Head: Mrs. W. Sutton

Deputy Head Teacher

Group 4
Salary: £8,049-£10,482 plus Outer London Allowance.
School roll: 245 (approx.)

Suitably qualified and enthusiastic teacher with wide successful experience required for the Deputy Headship of this infants' school.

Application form (and further details) available on receipt of s.a.e. from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton E10 5QJ.

Previous applicants will be reconsidered.
Closing date: 21st December, 1984. Ref: P.34/98 (5124)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Waltham Forest

HEADTEACHERS

Required April 1985

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools.

Dummow County Infants School (Group 4), Rosemary Lane, Dunmow.

Plumberow County Primary School (Group 6), Hamilton Gardens, Hockley.

Wickford C. Of E. (Controlled) Infant School (Group 2 + L.F.A. £258 p.a. + S.P.A. £201 p.a.), Leicester Road, Tilbury.

Stifford County Primary School (Group 4 + L.F.A. £258 p.a. + S.P.A. £201 p.a.), Parker Road, Grays.

Closing date for all above posts: 21st December, 1984.

Wickford County Infants School (Group 3 + L.F.A. £258 p.a.), Irvon Hill, Wickford.

Closing date 28th December 1984.

Please send foolscap s.a.e. for form and details for all the above posts to: County Education Officer P.O. Box 47, Threadneedle House, Market Road Chelmsford, Essex CM1 1LD.

Wesley C of E (Aided) Primary School (Group 3), Main Road, Weeley, Clacton-on-sea.

Fingringhoe C of E (Aided) Primary School (Group 1), Fingringhoe, Colchester

Please send foolscap s.a.e. for form and details for the above two posts to: Area Education Office Park road, Colchester, Essex CO3 3UP.

Closing Date: 11th January 1985.

A Removal and disturbance allowance scheme is in operation for all posts (5119)

ESSEX
County Council

St. Mark's R.C. (Aided) Primary School – (Group 4)

Deputy Head Teacher

Applications are invited from suitably qualified and experienced teachers for the post of Deputy head Teacher to take effect as soon as possible.

Further details and application forms are available from The Director of Community Education, Community Education Department, Century House, Hardshaw Street, St. Helens WA10 1RN. A stamped, addressed foolscap envelope required in all cases. Completed applications should be returned to The Rev. Father G. Willacy, St. Theresa's Presbytery, Gartons Lane, Sutton Manor, St. Helens, by Saturday, 29th December, 1984.

As part of the Council's Equal Opportunity Policy, applications are welcome from people regardless of disability, marital status, race or sex. (5108)

St Helens
METROPOLITAN BOROUGH

SOCIALISM AT WORK

Tameside Metropolitan Borough

Education Department

MULTICULTURAL EDUCATION - SUPPORT TEAM
SCALE 2

To be assigned to The Heys County Primary School, Ashton-under-Lyne. This is a permanent post from January 1985 and the vacancy arises from the promotion of a Gujarati speaking post holder. Ethnic minority pupils represent about 20% of the school population speaking Gujarati or Urdu. The role of the successful candidate will be to continue the development of programmes for language work, the multicultural curriculum and school/community links. The post is open to applicants speaking Gujarati and/or Urdu.

Applications to arrive no later than 14 days after the appearance of this advertisement.

ASHTON-UNDER-LYNE DALE GROVE SPECIAL SCHOOL
SCALE 1 Plus Special Schools Addition – HOME ECONOMICS

This is a permanent post from January 1985. Closing date for applications 12th December 1984.

Application forms for the above posts obtainable from and returnable to the Director of Education, Teacher's Staffing Section, Council Offices, Wellington Road, Ashton-under-Lyne, Lancs. OL6 6DL. Ref: TE 24/12/TES.

TAMESIDE – AN EQUAL OPPORTUNITIES EMPLOYER. (5086)

EDUCATION DEPARTMENT

Following the retirement of Mr. D. Geraint Williams, Head of the School since its inception in 1958, applications are invited for the post of

HEAD (Group 11)

Castell Alun High School, Hope.
11 to 18 Co-educational Comprehensive: 1200 pupils, 120 in Sixth Form.

Starting Date: 1st September, 1985.

The School which has a long tradition as a successful community high school is situated in the pleasant village of Hope in Clwyd, roughly equidistant between Mold the county town and Wrexham, and is about six miles from Chester.

The catchment area comprises dormitory settlements to the north and east and a more agricultural area to the south and west.

The school is accommodated in modern purpose built premises including laboratories, resource centre, language laboratory and Sports Hall. The school has its own European centre at Bailleur in Normandy, and an Outdoor Pursuits Centre near Bala in Gwynedd.

It is organised on a faculty system with lateral pastoral arrangement and mixed ability grouping.

Following the retirement of the present Head, Mr. Desmond H. Davies, applications are invited for the post of:

HEAD (Group 10)

St. David's High School, Saltney, Chester.
Co-educational Comprehensive 11-18. 742 pupils. 49 in Sixth Form.

Starting date – 1st September 1985.

New accommodation for many areas was provided for the school in 1976, whilst the rest of the school was remodelled to provide facilities of the highest standard. It is situated on the fringe of the City of Chester with an urban catchment area.

The school pays considerable attention to the personal and social development of pupils through its pastoral system and parental involvement is actively encouraged.

There have been a number of developments in forging curricular links with neighbouring schools and the North East Wales Institute.

The Authority is one of the original fourteen TVEI Authorities and the concept of the technical and vocationally orientated curriculum experientially interpreted is currently being introduced into all the Authority's comprehensive schools over a two year phased period.

Application forms and further particulars may be obtained from the undersigned (please enclose s.a.e.) Closing date for the receipt of the applications – January 2nd.

JOHN HOWARD DAVIES
Director of Education
Shire Hall,
MOLD, CH7 6ND.
28.11.84
(0980)

CLWYD COUNTY COUNCIL

EDUCATION DEPARTMENT
DOVER DIVISION

St. Edmund of Canterbury Roman Catholic (Aided) Secondary School, Dover.

Appointment of

Head Teacher (Group 9)

Applications are invited from practicing Roman Catholics for the post of Head Teacher of this 11-16 co-educational non-selective school from September 1985. Present roll 593 (6th Form 32) drawn from 8 Parishes.

Application forms and further details obtainable from:- Mr. R. Benson, Coldharbour House, Lympne, near Hythe CT21 4PE. (SAE please). To be returned by 4th January 1985.
(5130)

KENT COUNTY COUNCIL

NORTH YORKSHIRE COUNTY COUNCIL

TADCASTER GRAMMAR SCHOOL (GROUP 11)

Applications are invited from suitably qualified and experienced candidates for appointment as HEAD of this 11-18 co-educational comprehensive school with about 1340 pupils currently on roll situated between York and Leeds.

The appointment is available from 1st September 1985.

Application forms and further details are available, on receipt of a stamped addressed envelope, from the County Education Officer, Room 143, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned by Monday 31 December 1984. (0983)

MIDDLE SCHOOL EDUCATION
continued

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
Applications are invited from experienced teachers for the scale 3 post of Support Teacher for children with specific learning difficulties, currently based at a unit on the site of ELMHURST COUNTY MIDDLE SCHOOL, Dunsham Lane, Aylesbury, Bucks., from EASTER 1985. Assistance with removal expenses will be given in approved cases.
Application form (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH. (38790) 121020

By Subject Classification

Craft, Design & Technology

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
EDDISBURY MIDDLE SCHOOL
Scale 1 - CDT TEACHER
Required for Easter 1985, or earlier if possible, to join an active Creative Studies Department. The person appointed will be expected to continue and further develop the exciting design and multi-media 3D work of this successful CDT. Department based in a small but well equipped specialist room, helping to form links across the subject areas within the school and o liaise with other schools in the pyramid. The ability to offer General Subjects or one or more of the following subjects at semi-specialist level - Maths, History, Girls PE will be an added advantage.
Application forms may be obtained from the Directorate Personnel Office, Colour, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher, Addingham Middle School, Bolton Road, Addingham, Nr. Ilkley by 14 December, 1984.
Reference: ET/105584/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability - unless otherwise stated. (35558) 126122

English

Heads of Department

BEDFORDSHIRE
SOUTHERN AREA
BROOKLANDS MIDDLE SCHOOL
Brooklands Drive, Leighton Buzzard, Beds.
Headteacher: Mr. P. Harris
Required for January, 1985 Head of English, Scale 3.
Application forms and further particulars from and returnable to the Headteacher at the School. (see please). (36520) 126418

ADRAN ADDYSG
YSGOL GLAN CLWYD, LLANELWY

Fel canlyniad i ymddeoliad y Prifathro, Mr. H. D. Healy, gwahoddir ceisiadau am y swydd

PRIFATHRO (Grwp XI)

I gychwyn a'r swydd ar ddechrau tymor yr Haf, sef 16ad Ebrill, 1985.

Ysgol Uwchradd Gymraeg gyfun a chymysg ydyw Ysgol Glan Clwyd, ar gyfer disgyblion 11–18 oed. Hon oedd yr ysgol uwchradd Gymraeg gyntaf yng Nghlwyd, ac fe'i sefydlwyd ym 1956.

Mae'r adeiladau yn gynhwysfawr, gan gynnwys, ymhlith eraill, adlwdo/dhealr, neuadd chwaraeon a dau ffreutur. Mae ar hyn o bryd 930 o ddisgyblion yn yr ysgol, ac mae 123 yn y chweched dosbarth. Mae'r ysgol ddalgylch eang a chymysg, yn cynnwys nifer o drefli ynghyd a phentrefi gwledig.

Rhaid i'r ymgeiswydd llwyddiannus berchen cymwysterau academaidd a phroffael dysgu addas. Gan fod gwelnyddiaeth yr ysgol a'i holl awyrgylch yn Gymreig ei natur rhaid i'r ymgeiswydd fod yn rhugl ddwy-ieithog ar lafar ac yn ysgrifennedig.

Gellir cael ffurflenni cais, a manylion pellach am y swydd, oddiwrth yr lead, a dylid eu dychwelyd iddo erbyn longwr 2, 1985.

JOHN HOWARD DAVIES
Cyfarwyddwr Addysg
Neuadd y Sir,
Yr Wyddgrug, CH7 6ND.
(28.11.84) (0979)

CLWYD COUNTY COUNCIL

Mathematics

Scale 2 Posts and above

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
SIDMOUTH JUNIOR HIGH SCHOOL
Sidmouth Street, Hull
Head: Miss P. Aldabella
Required for April, 1985, a HEAD OF MATHEMATICS Scale 3) (this graded school with 336 pupils aged 9 - 13. Ability to offer another subject an advantage.
Application forms available from the Head (s.a.e. please) should be returned by 17th November, 1984. (26218) 125420

Other than by Subject Classification

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE
CANNON LANE MIDDLE SCHOOL
Canonsbury Avenue, Pinner, Middlesex
Tel: 868 7809
Required for January 1985. Scale 2 post for an experienced, capable and enthusiastic class teacher to take responsibility for science throughout the School. We should like in addition to look for someone who has a keen interest in Games.
Application forms from and to be returned to The Headteacher by 17th December 1984. Please enclose stamped addressed envelope. (35739) 125620

Scale 1 Posts

EALING
LONDON BOROUGH
EDUCATION SERVICE
DORMERS WELLS MIDDLE SCHOOL
Dormers Wells Lane, Southall UB1 3HX
TEMPORARY APPOINTMENT
Middle School Teacher required for spring term 1985. Scale 1 and £1,038 p.a. London Weighting.
Application forms (one) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU, to be returned by 19th December 1984. (26478) 125622

EALING
LONDON BOROUGH
EDUCATION SERVICE
WOLF FIELDS MIDDLE SCHOOL
Norwood Road, Norwood Green, Southall
TEMPORARY APPOINTMENT, SPRING TERM 1985
Part-time teacher required for 7 sessions per week to cover a maternity leave. Probate Scale 1 and £1,038 London Weighting.
Application forms (one) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU, to be returned by 19th December, 1984. (26479) 125622

HARROW
EDUCATION COMMITTEE
WEST LODGE MIDDLE SCHOOL
West End Lane, Pinner, Middlesex
Tel: 866 9836
Temporary, experienced teacher required to cover maternity leave from 25th February 1985, initially to teach 9 year old's. Ability to play the piano and act an advantage.
Applications to be made to the Headteacher by letter, returnable by 14.12.84. Please enclose stamped addressed envelope. (35673) 125622

HARROW
EDUCATION COMMITTEE
PRIESTMEAD MIDDLE SCHOOL
Hartford Avenue, Kenton
Harrow, Middlesex HA3 8SZ
Tel: 01-907 2755
SCALE 1 TEMPORARY POST (2 TERMS)
Required for January 1985, fully qualified and experienced Class teacher for a comparatively small class of slow-learners in year 12. Time-table may involve some work with other classes, mainly the upper school, for History/Geography or General Craft.
Application by letter giving full details of academic and professional qualifications, experience, and stating Special and subject interests, together with names, addresses and telephone numbers of 2 referees who are able to vouch for professional work.
Applications should be received not later than 14th December 1984, addressed to the Headmistress, Miss J.L. Ashford, at the above address. (35740) 125622

OXFORDSHIRE
COUNTY COUNCIL

HEADINGTON MIDDLE SCHOOL
Margaret Road,
Headington, Oxford OX3 8NH

Required from 14th January till 24th May 1985, due to maternity leave, a temporary full time teacher of general subjects for this 9 - 13 Middle School.

Apply by letter with details of qualifications and experience to the Headteacher as soon as possible. (SAE please). (35663) 125622

Scale 1 Posts

LONDON BOROUGH OF WANDSWORTH

ST. MICHAEL'S C.E. (AIDED) PRIMARY SCHOOL
Required for January 1985 or as soon as possible thereafter, a full time teacher to cover maternity leave. Scale 1 post.
Application forms and further details from the Headteacher, St. Michael's C.E. (Aided) Primary School, Drakefell Road, London SE14 5SU. (Tel: 692 2125). Closing date: 7th December 1984. (35737) 125620

WANDSWORTH

ST. MARY'S C.E. (AIDED) PRIMARY SCHOOL
Required for January 1985 or as soon as possible thereafter, a full time teacher to cover maternity leave. Scale 1 post.
Application forms and further details from the Headteacher, St. Mary's C.E. (Aided) Primary School, Garratt Lane, London SW18 4AQ. (Tel: 874 1644). Closing date: 7th December 1984. (35738) 125620

WANDSWORTH

ST. MICHAEL'S C.E. (AIDED) PRIMARY SCHOOL
Required for January 1985 or as soon as possible thereafter, a full time teacher to cover maternity leave. Scale 1 post.
Application forms and further details from the Headteacher, St. Michael's C.E. (Aided) Primary School, Drakefell Road, London SE14 5SU. (Tel: 692 2125). Closing date: 7th December 1984. (35737) 125620

Secondary Education

Headships

DONCASTER
LOCAL EDUCATION AUTHORITY
SCAWSBY RIDGEWOOD COMPREHENSIVE SCHOOL
GROUP 10
(12 - 16 years)
Required for Easter 1985 full time teacher
HEADTEACHER.
Please send foolscap S.A.E. for application form and further details:
Director of Education, Education Department, Princegate, Doncaster DN1 3EU.
Closing date: 14 January 1985. (35526) 130018

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
RAVENSWORTH SCHOOL
Burton Road, Barton-on-Humber
Head Teacher: R.N. Smithson
No. on Roll: 1400
Required for the beginning of the Summer Term 1985, an experienced teacher for the post of HEAD OF MAIN SCHOOL (Senior Teacher Scale). Main school covers third, fourth and fifth years. The successful candidate will be a member of the Senior Management Team and will be expected to make a significant contribution to the running and development of the school. Candidates should currently be holding senior posts and have an interest in administration within the school. The vacancy arises because of the retirement of the present holder of the post.
Application forms and further details obtainable from the Head Teacher at the school to whom completed forms should be returned no later than 17th December, 1984 (f.s.a.e. please).
"Full and fair consideration will be given to all disabled applicants."
(35188) 130010

OXFORDSHIRE
COUNTY COUNCIL II.

LORD WILLIAMS'S SCHOOL
Thame

(1) - 11+ mixed comprehensive 11-18 upper in three federal schools: 930 in Sixth Form)

Group 13

Required for September 1985, a PASTORAL POST (Group 13) at this school on three sites. The post is also a boarding house for 53 boys. The work is involved with Community Education, and shares a Sports and Arts Centre with the town.

Application forms and further particulars available from the Chief Education Officer, Macclesfield House, Oxford OX1 1SU. S.A.E. essential. (36350) 130010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
BROMBOROUGH COUNTY SECONDARY SCHOOL
PASTORAL LEADER IN SECONDARY SCHOOL
BOROUGH GRADE III
Salary £10,158 (under review) - £11,148 (max)
Applications are invited from suitably qualified and experienced candidates for the post of Pastoral Leader in charge of a Year group (designated as a Head of Year) in a large comprehensive school with a wide catchment area.
Application forms and further particulars may be obtained from the Director of Education, Education Offices, Conway Street, Birkenhead, Merseyside L41 4FD. Telephone 051-647 7881 Ext. 2151.
Closing date for receipt of completed applications: 4th January 1985. (36510) 130010

EDUCATION DEPARTMENT

Following the retirement of the present Head, Mr. F. Ashworth, applications are invited for the post of

HEAD (Group 9)

BLESSED EDWARD JONES HIGH SCHOOL, RHYL
(Number on Roll: 565)
Starting Date – 1st September, 1985

The school is a voluntary aided Roman Catholic School fully maintained by the Clwyd Education Authority in accordance with the Education Act 1944. It is a co-educational (English medium) comprehensive school for pupils from 11–18 years of age, with 37 in the present VIth Form. It is accommodated in modern, purpose-built premises. It serves the coastal resort of Rhyl and the surrounding area.

The successful applicant should possess appropriate academic qualifications, be suitably experienced, and must be a practising member of the Roman Catholic faith.

The Authority is one of the original fourteen TVEI Authorities and the concept of a technical and vocationally orientated curriculum experientially interpreted is currently being introduced into all the Authority's comprehensive schools over a two year phased period.

Application Forms and further particulars may be obtained from the Director of Education, Shire Hall, Mold, Clwyd. (Please enclose an s.a.e.).

Completed application forms should be returned to the Clerk to the Governors, The Very Rev. Canon M. J. Kelly, S.T.L., 35 Lloyd Street, Llandudno, Gwynedd, LL30 2TA. Closing date – January 2nd.

JOHN HOWARD DAVIES
Director of Education
Shire Hall,
MOLD, CH7 6ND.
(28.11.84) (0978)

CLWYD COUNTY COUNCIL

Lancashire County Council

An Equal Opportunities Employer.

CLITHEROE ROYAL GRAMMAR, CHATBURN ROAD, CLITHEROE

(Estimated Roll September 1985: mixed 11 – 16 (643), 16+ (246)
1st May, 1985.

HEADTEACHER – GROUP 11

For many years Clitheroe and District has been served by separate Boys' and Girls' Grammar Schools.

From 1st September, 1985, the area will be served by one mixed three form entry Grammar School, for the foreseeable future on two sites. Eventually all 11 – 16 pupils will be accommodated on the site of the present girls' school with a separate open access 6th Form being provided on the present site of the boys school. To achieve this, major building extensions and adaptations will be carried out on both sites.

The successful applicant will be expected to take up duty on 1st May 1985 in preparation for the amalgamation.

Forms/further details from/to District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please).

Closing date: 20th December, 1984.
(0988)

SECONDARY HEADSHIPS
continued

COLWYN BAY
PENRHOS COLLEGE
HEAD OF JUNIOR SCHOOL
See main ad. under Preparatory Schools. (35854) 130010

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
Ref: 746
THORNHILL HIGH SCHOOL
Valley Drive, Thornhill,
Dewsbury WF12 0HL
Applications are invited from suitably experienced teachers for the post of HEAD TEACHER at this 11-16 mixed 11 years for 340 on roll) rising to 12 - 16 years for 440 on roll) with 6 will rise to 600 on roll) with 6 will refer for the amalgamation of the Thornhill Council Boys' Secondary School and the Eastborough Council Girls' Secondary School and the Eastborough Council Mixed Secondary School, as envisaged that the present premises, which as yet has to be agreed by the Department of State, will take place in September 1986.
The successful candidate will immediately assume the leadership of one of the constituent schools pending the reorganisation. In the event of the reorganisation failing to be approved by the Secretary of State, the successful candidate would continue to be the Headside of the constituent school on the preferred leadership basis above.
Both constituent schools are involved in the Technical Vocational Education Initiative scheme and the Eastborough School has developed a Community Use scheme.
Application forms and further details are available from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside, L41 6NR, upon receipt of s.a.e. (Completed applications should be returned by FRIDAY 4TH JANUARY 1985. (36510) 130010

Deputy Headships
Second Masters/ Mistresses

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DISTRICT
SOUTHLANDS SCHOOL
New Romney, Kent
APPOINTMENT OF SECOND MASTER/MISTRESS
Group 12
Required for April 1985, a Second Master/Mistress for Southlands School in a mixed 11 - 18 comprehensive school serving the town of New Romney and much of Romney Marsh, following the retirement of the present holder. Candidates should be well qualified Graduates and have wide and relevant experience.
Applications should be addressed to the Headmaster at the School from whom further particulars may be obtained. Closing date for applications, 4th January 1985. (37646) 130012

WALSALL
METROPOLITAN BOROUGH COUNCIL
DEPUTY HEAD TEACHER.
Group 5.
Required for the Summer Term 1985 a well qualified, enthusiastic teacher of proven management skills, to make a contribution across the full range of the School's work; the precise area of duties being determined in consultation. High standards, commitment, sense of humour and the ability to lead both staff and pupils by example are essential.
This is a thriving Comprehensive Community School of an exciting and important stage in its development, with excellent modern facilities, well used by a supportive local community.
Further details and application forms available from the Head Teacher, Bloxwich Comprehensive School, Orankin Avenue, Bloxwich, Walsall.
Closing date: 7.1.85
Walsall is an Equal Opportunity Employer. (38763) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

AVON COUNTY
CHIPPING SODBURY SCHOOL
Bowling Road, Chipping Sodbury, Avon BS17 6EW
Tel: Chipping Sodbury 312041
GROUP III - IV
Salary £10,158 (under review) - £11,148 (max)
Required for April 1985, well-qualified and appropriately experienced teacher to be Head of Support Centre for pupils with learning difficulties. The post will include identification of pupils with learning difficulties, provision and co-ordination of appropriate support, liaison with parents and a central role in remedial and supportive teaching throughout the school.
Further details and application form, returnable by 21st December 1984, from the Headmaster.
Avon is an equal opportunities employer. (36431) 131018

Scale 2 Posts and above

ESSEX
SHOEBURYNESS COMPREHENSIVE SCHOOL
Shoeburyness, Southend-on-Sea SS3 9LL
Tel: Southend-on-Sea 2286
(Ref: 12/85)
TEACHER OF SPECIAL NEEDS Scale 1/2
Required for Easter 1985, an enthusiastic teacher to join a developing Special Needs Department. Scale 2 post is available for a suitable candidate.
Curriculum vitae and names of two referees to Headteacher, Bradleup s.a.e. please). (38775) 131020

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
THE SAMUEL WHITBREAD UPPER SCHOOL
Shefford Road, Clifton, Shefford
Tel: Hitchin 813796
Headmaster: Mr. K.S. Wadsworth
13 - 18 Co-educational Comprehensive Upper School
Roll: 970 (including 280 in Sixth Form)
Required for January 1985, a Resource Teacher for Special Needs, Scale one to work in the Special Needs Department.
Only scale two or three post may be available for a suitably qualified and experienced candidate.
Application forms and further details from the Headmaster. s.a.e. Please. (36517) 131022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1985 to cover maternity leave in this 11 - 18 mixed comprehensive school.
Application forms are available from The Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton Council welcomes applications from all sections of the community, irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (35848) 131022

By Subject Classification

Art and Design

Scale 1 Posts

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queens Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive. Roll 930.
Sixth Form 153.
Required JANUARY, 1985, for one term, temporary qualified teacher of FINE ART, PRINT-MAKING or CERAMICS, Scale 1. Candidates specialism would be welcomed. School has pleasant and well-equipped Art Studios.
Salary Scale: £5,442 - £8,556 p.a. (to £9,301 for good Honours graduate) plus £678 London Addition.
Apply in writing to Head Teacher as soon as possible with full c.v. and names of two referees, S.A.E. to Director of Educational Services. (36357) 131022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
FAIRLOP HIGH SCHOOL
Forest Road, Hainault, Ilford IG6 3HD
Tel: 01-500 6656
Head: D.J. George, M.A.
Required from January 1985, temporary (4 terms) teacher of Creative Textiles for this 11 - 18 comprehensive school. Some help with Home Economics would be required.
The post is on Scale 1 with Outer London Allowance.
Please apply by letter to the Head as soon as possible, giving full details and the names and addresses of 2 professional referees. (35518) 131222

Careers

Heads of Department

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
RE-ADVERTISEMENT
Ref: 380
ROYDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorkshire WF17 0LD
Required for Easter HEAD OF CAREERS - SCALE 3 for this 11 - 18 Girls Comprehensive School.
Previous applicants will be automatically considered.
Application forms and further particulars of both the post and the school are available from the Headmaster, to whom completed applications should be returned within 14 days of the appearance of this advertisement.
An equal opportunity employer. (36295) 131418

By Subject Classification

Classics

Scale 1 Posts

LONDON SW1
LATIN/HISTORY PART-TIME
Please see advertisement in the Independent section. (36325) 131022

Commercial Subjects

Scale 2 Posts and above

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

COUNTESTHORPE COLLEGE
Winchester Road,
Countesthorpe, Leicester

ECONOMICS C.R.
COMMERCIAL STUDIES

PLease see Secondary Scale 2 Economics. (35869) 131822

ESSEX
GRAYS SCHOOL
Hathaway Road, Grays
Tel: Grays Thurrock 71361 (Dial 8/9)
ART TEACHER Scale 1 (plus £258 inner allowance)
Required January/Easter for all Art related disciplines. Interest in 3D work an advantage. Two term appointment or permanent post for permanent Essex teacher from Easter.
Send c.v. and names of referees to Headteacher (Ronis-cap s.a.e. please). (37711) 131222

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
HEMSWORTH HIGH SCHOOL (11-18)
Mixed Comprehensive N.O.R. 1430
Required from 1st January, 1985 FOR TWO TERMS ONLY a Scale 1 Teacher of Art. Opportunity for 'A' level work and ability to teach some ceramics desirable.
Application forms available (on receipt of a S.A.E.) from Chief Education Officer, Education Committees, Bond Street, Wakefield to be returned within 10 days (17th December, 1984) of the date of this advertisement. (35857) 131222

Computer Studies

Heads of Department

HULL
HYMERS COLLEGE
Requires a Head of Computing.
Please see under Independent Schools. (33648) 132018

Scale 1 Posts

CAMBRIDGESHIRE
MANOR COMMUNITY COLLEGE
Required as soon as possible, part-time TEACHER (65%) of Typing, Office Practice and Commerce.
Please apply immediately with a full c.v. and the names and addresses of two referees, to the Principal, Manor Community College, Arbury Road, Cambridge CB4 2JE. (36813) 131622

Scale 2 Posts and above

NORTHAMPTONSHIRE
DUSTON UPPER SCHOOL
Burywood Road, Duston, Northampton NN5 4XA

CO-ORDINATOR OF COMPUTING

A teacher is required on Scale 2 or Scale 3 at this 13 - 18 co-educational community school of some 1,000 pupils, for April or September, to co-ordinate and promote the use of computers throughout the school, and to teach Computer Studies as well as another subject.
Further details and application form from the Headmaster (SAE please). (36514) 132020

BUCKS-WYCOMBE AREA

WYCOMBE HIGH SCHOOL

Marlow Hill, High Wycombe
Roll: 970 Girls (including 280 in sixth form) 12–18 years.

Headteacher

Applications are invited from suitably qualified and experienced teachers for the headship of this Group 11 Grammar School for girls for appointment from Easter 1985.
The Governors are seeking to appoint a person with ideas and imagination who will build on the excellent reputation of the school and carry it further forward to meet the needs of the pupils.

GREAT MARLOW SCHOOL

Bobmore Lane, High Wycombe
Roll: 580 mixed 12–16 years.

Headteacher

Applications are invited from suitably qualified and experienced teachers for the headship of this group 9 co-educational Secondary Modern School for appointment from Easter 1985.
The person appointed will be experienced on the schools existing strengths but be aware of the needs of young people in todays changing society. A teacher with ideas and initiative is sought.
Application forms and further details for both of these posts, are available from the Education Officer, Thame House, 9 Castle Street, High Wycombe, Bucks. (on receipt of a stamped addressed envelope) to whom completed applications should be returned by 21st December, 1984. (5137)

LISTER COMMUNITY SCHOOL

St. Mary's Road, London E13 9AE
Head Teacher: Mr. P. J. Thomas
Number on roll: 1060

DEPUTY HEADTEACHER

Group 11
Required April 1985

A well-qualified and experienced teacher to join the senior management team at this multi-cultural school, recently designated a pilot community school.

London Allowance: £1,038 plus Social Priority Allowance.

Application forms/further particulars (a.s.a.e. please) available from the Director of Education to whom completed forms should be returned by 18th December 1984.

Education Offices, 379/383 High Street, Stratford E15 4RD.

An Equal Opportunity Employer (0974)

LONDON BOROUGH OF NEWHAM

NORTH YORKSHIRE COUNTY COUNCIL

CANON LEE SCHOOL, YORK (GROUP 8)

Applications are invited from suitably qualified and experienced candidates for appointment as HEAD of this 11 – 16 co-educational comprehensive school with about 530 pupils currently on roll. The appointment is available from 1 September 1985.

Application forms and further details are available, on receipt of a stamped addressed envelope, from the County Education Officer, Room 143, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned by Monday 31 December 1984. (0983)

EDUCATION DEPARTMENT
ASHFORD DIVISION

Ashford North School for Boys, Essella Road, Ashford TN24 8AJ
Group 10 (subject to review) Roll 878

Applications are invited for the post of

Head Teacher

from 1st September 1985. The school became a High School in September 1973 admitting boys of all abilities at age 11 with some transfers to Upper Schools at age 13.

Application forms and further particulars available from Divisional Education Officer, Elwick Road, Ashford TN23 1NP (SAE please) to whom applications should be returned by 4th January 1985.

(6129)

KENT COUNTY COUNCIL

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the county
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

ROSEBERY SCHOOL,
White Horse Drive, Epsom, Surrey.

12–18 Girls' Comprehensive School. 800 on roll including 200 6th form. Group 11.

A DEPUTY HEADTEACHER (one of two, who will take responsibility as Director of Studies) required April, 1985 for this 5 form entry School on one pleasant site, to lead a programme of curriculum development based on the School's strong academic tradition.

Further details and application forms from: N.E. Area Education Officer, 7 Monument Hill, Weybridge, Surrey. Tel: Weybridge 52811.

Closing date: 31.12.84 (5138)

SECONDARY COMPUTER STUDIES
continued

Scale 1 Posts

BIRMINGHAM
CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

COMPUTER STUDIES AND MATHEMATICS - SCALE 1

SALTLEY SCHOOL
Bulkeley Road,
Birmingham B9 5RX

Tel: 021-772 1801

Required for January 1985, temporary teacher for one term.

Application form and further particulars available from the Headteacher quoting n.a.e. 132022
(35838)

HERTFORDSHIRE
THE BARNWELL SCHOOL
Barnwell, Stevenage, Herts. SG2 9BW
Headmaster: Mr M.L. Griffin, B.A.
11 - 18 Mixed Comprehensive
NOR 850
SCALE 1 POST
Required for 1st January 1985, a well-qualified and enthusiastic relief teacher of Computer Studies, to fill a temporary vacancy due to maternity teacher leave, possibility of 2 part-time appointments. The school is involved in one of the original TVEI pilot schemes, and there are excellent facilities for teaching of computer studies, which is a very popular subject at fourth and fifth year level.
Letters of application, together with a curriculum vitae and the names & addresses of two referees should be forwarded to the Headmaster, from whom further details are available. 132022
(35195)

Craft, Design & Technology

Scale 2 Posts and above

HOUNSLOW
CRANFORD COMMUNITY SCHOOL
High Street, Cranford,
Hounslow TW5 9PD
Tel: 01-897 3600
Head: Miss Anne Jones, B.A.
Required from April 1985 a TEACHER OF CRAFT, DESIGN & TECHNOLOGY, (scale 2 - 3 points), experienced, with both a carving and fabrication background. The school is working towards the introduction of CDT in the common core to 16. Cranford is a superb 11 - 18 co-ed fully comprehensive co-educational community school.

For full details please apply by letter to Mrs Anne Jones enclosing a s.a.e.
CLOSING DATE: 18 December 1984. LONDON ALLOWANCE: £618 p.a. EQUAL OPPORTUNITY EMPLOYER. (37628) 132120

NEWHAM
LONDON BOROUGH OF NEWHAM
LIBERTY COMMUNITY SCHOOL
St. Mary's Road, London E13 8AZ
Head Teacher: Mr. P.J. Thomas
Number on roll: 1050
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
Scale 2
Required: APRIL 1985. Suitably qualified and experienced teacher of Craft, Design and Technology to teach throughout the secondary age range in a well-equipped and well-organised department.
An ability to offer motor maintenance would be an advantage.
LONDON ALLOWANCE £1,058 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 18th December 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD. (36464) 132120

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
PUTTERIDGE HIGH SCHOOL AND COMMUNITY COLLEGE
Putteridge Road, Luton, Beds.
Tel: 0582 415791
Headteacher: Mr A. Price, B.Sc.
Head, Technical Subjects: Mr. J. Read
Applications forms and further particulars obtainable from and returnable to the Headteacher at the School. (see please). (36518) 132122

BROMLEY
LONDON BOROUGH OF BROMLEY
ST JOHN RIGBY R.C. SCHOOL
Layhams Road, West Wickham, Kent BR4 9HH
Mixed Comprehensive
Required for January 1985 for two terms, qualified teacher of Craft, Design and Technology, Scale 1.
Applicants should telephone the Headmaster at the school immediately:
(35582) 132122

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE BROOKSBANK SCHOOL
Victoria Road, Elland, West Yorkshire HX5 0QG
Required from January to August 1985, a temporary teacher of CRAFT DESIGN AND TECHNOLOGY, Scale 1) to teach throughout the school to pupils of all abilities.
Letters of application to the Headteacher, by 14th December 1984 giving full details of qualifications and experience, and names and addresses of two referees. 132122
(30533)

CHESHIRE
EDUCATION COMMITTEE

SCALE 1 CRAFT, DESIGN AND TECHNOLOGY/ART

Temporary Post

BROOKVALE COUNTY COMPREHENSIVE
Mansfield Avenue,
Murdishaw, Runcorn

Tel: Runcorn 711643

Purpose-built 11 - 18 co-educational school situated in pleasant surroundings on the outskirts of Runcorn New Town

Required for January 1985.

The vacancy arises because a post is initially for 1 term but could be extended to CDT, or this is preferred, but the timetable could be adapted to suit an artist with a practical bias.

Please phone for forms and further details which are returnable as soon as possible to the Head at the school. (35856)132122

CROYDON
LONDON BOROUGH OF CROYDON

ADDINGTON HIGH (M)
Fairchildes Avenue, New Addington, Croydon CR9 0AA

Tel: Lodge Hill (66) 43387

Tenable: 1 January 1985

Teacher of Craft Design and Technology required in this 11 - 18 mixed comprehensive High School. A Scale 2 post is offered to a suitably qualified and experienced candidate.

Apply to the Head Teacher giving C.V. and two Referees. SALARY Burnham Scale 1 or 2. With London Area Allowance. (36474) 132122

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Hedgley Hill, London N9 9PN
(1250 Boys and Girls: 300 in 6th Form)
Required for January 1985, (two terms) temporary teacher of CRAFT, DESIGN AND TECHNOLOGY, Scale 1.
Application by letter with the name (two referees should be sent to the Headmaster at the School, stating qualifications and experience. 132122
(36212)

HARINGEY
Progress with Humanity

ST. THOMAS MORE R.C. SCHOOL
Glendale Avenue, Wood Green, London N22 8NN
Tel: 01-888 7122
Roll: 1070 boys and girls
Headmaster: Mr. E. F. Fox, B.A.
CRAFT, DESIGN AND TECHNOLOGY. SCALE 1
Keen enthusiastic and imaginative person is required for a Teacher, or setting, to join a department in which is undergoing much growth. There are specialist rooms, two of which form part of a new suite. The post offers much scope for development and an interest in electronics would be an advantage.
Salary Scale: £8,442 - £8,856 p.a. (to £9,201 for good Honours graduate) plus £618 London Allowance.
Apply in writing to Head Teacher as soon as possible with full c.v. and names of two referees, S.A.E. Director of Educational Services, 132222
(36516)

SOLIHULL
EDUCATION COMMITTEE
LODGE HEATH SCHOOL
Lode Lane, Solihull, West Midlands
Tel: 021-704 1421
TEACHER OF C.D.T., Scale 1 (N.Z.)
Required for January 1985 in this 11 - 16 all-ability School for two terms only, initially: to include the teaching of Woodwork, Metalwork and C.D. to examination levels.
Apply by letter to Headteacher enclosing c.v. and s.a.e. (35197) 132122

SURREY
EDUCATION COMMITTEE
ROBERT HAINING SCHOOL
Mitchell Place Road, Mytchett, Camberley
Required from January 1985, TEACHER OF CRAFTS, DESIGN AND TECHNOLOGY (Scale 1).
Apply direct to Headteacher. Closing date 18th December 1984. Tel: Farnborough 544575. 132122
(38791)

WILTSHIRE
EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD

Tel: Swindon (0793) 85121

A co-educational comprehensive school for 1,500 pupils aged 11 - 18 years

A teacher, Scale 1, to work within the Craft, Design and Technology Department for two terms on a temporary appointment from January 1985, with one of the following would be appreciated: Drawing & Heavy Craft or Technology.

Application by letter to the Headmaster, to include the names and addresses of two referees, S.A.E. please. 132122
(35717)

Economics & Business Studies

Scale 1 Posts

EALING
LONDON BOROUGH OF EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
12 - 18 years co-educational high school of 1380 pupils
Department of Business Studies
Well qualified enthusiastic teacher, full-time or part-time required as soon as possible to join a lively and expanding department in this 10 form entry comprehensive. Ability to teach shorthand and typing to RSA Stage III is essential and a knowledge of Commerce/Business Studies would be interested in becoming very involved in teaching all aspects of a new one year Business Studies Course to the 6th form.
London Weighting £1,038 p.a.
Application forms from Chief Education Officer, (SAE please), Hadley House, 79-81 Uxbridge Road, London W5 5SU, to be returned as soon as possible. 132222
(36216)

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

STUART BATHURST RC HIGH SCHOOL

(11 - 18 Comprehensive)

Required for January 1985 GRAPHIC DESIGN AND TECHNOLOGY Scale 1.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Clerk to the Governors, Wood Green Road, Wednesbury, West Midlands.

Canvassing of members of the authority will disqualify, equal opportunity employer. 132122
(37623)

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich CO12 3TG
Tel: Harwich 506272
(Roll, 1,500: Group 12: 11 - 18 year olds)
ECONOMICS, Scale 1
Required January, temporary part-time, 'O' level and CSE work with the possibility of 'A' level.
Curriculum vitae and names of two referees to Headteacher (fuoiscap s.a.e. please). (38769) 132222

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

COUNTESTHORPE COLLEGE
Winchester Road,
Countesthorpe,
Leicestershire

In the Leicestershire plan for the reorganisation of secondary education 14 - 18 Upper.

Roll 1088

ECONOMICS C.R.
COMMERCIAL STUDIES

SCALE 2

Required Easter or as soon as possible a teacher of Economics to work with a team of teachers with shared responsibility with other specialists curriculum and pastoral care of students; to help develop a Social Economic programme as part of our TVEI project.

Application forms and further details on request from Head (SAE). Apply immediately with full particulars and names and addresses of two referees to the Head. 132222
(35868)

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RAINS HIGH SCHOOL
Lilleshall Road, Morden, Surrey SM4 5HD
Tel: 01-648 4904
Head Teacher: Mr R.D. Stoker, B.Ed.
Age Range 13 - 18 years
No on Roll 717
Required from January to 31st August 1985, temporary Sixth Form 538
Nearest tube station High Street
Required JANUARY, 1985, for one term, temporary qualified teacher of ECONOMICS (Scale 1) up to (SE-level). Ability to teach 'O'Bans is desirable.
Salary Scale: £8,442 - £8,856 p.a. (to £9,201 for good Honours graduate) plus £618 London Addition.
Apply in writing as Head Teacher as soon as possible with full c.v. and names of two referees, S.A.E. Director of Educational Services. 132222
(36515)

SUFFOLK
NORTHGATE HIGH SCHOOL
Elmgrove Lane, Ipswich IP4 3PZ
11 - 18 mixed comprehensive roll 1570 including 472 in sixth
Required January 1985 or as soon as possible thereafter, Scale 1 Teacher of Business Studies/Economics.
Apply immediately by letter to the Head with a curriculum vitae and the names and addresses of two referees, quoting n.a.e. for details. (36481) 132222

English

Scale 2 Posts and above

DERBYSHIRE

See Derbyshire Display advert post reference Ihr 027, Page 39. 132420
(35307)

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

TEDDINGTON SCHOOL
(Mixed comprehensive 970 pupils 11 - 18)

Requires a teacher for DRAMA AND ENGLISH from January 1985. Scale 2 suitable for suitably qualified applicant.

For full details please For Scale 1 posts for English: (35736) 132422

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queens Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive, Roll 930
Sixth Form 258
Nearest tube station High Barnet
Required JANUARY, 1985, for one term, temporary qualified teacher of ENGLISH (Scale 1) up to (SE-level). Ability to teach 'O'Bans is desirable.
Lower School welcomed.
Salary Scale: £8,442 - £8,856 p.a. (to £9,201 for good Honours graduate) plus £618 London Addition.
Apply in writing as Head Teacher as soon as possible with full c.v. and names of two referees, S.A.E. Director of Educational Services. 132222
(36515)

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Cheltenham Avenue, East Barnet, Herts. EN4 8PU
Tel: 01-440 4162
Coeducational Comprehensive, Roll 1050
Sixth Form 150
Near Cockfosters Tube Station and New Barnet station.
Required JANUARY, 1985, for one term in first instance, qualified graduate to teach English to Lower School; genuine interest in drama a little drama an advantage. Scale 1.
Salary Scale: £8,442 - £8,856 p.a. (to £9,201 for good Honours graduate) plus £618 London Addition.
Apply in writing to Head Teacher with curriculum vitae and the names and addresses of two referees, quoting n.a.e. for details. (36481) 132222

DERBYSHIRE

See Derbyshire Display advert post reference Ihr 027, Page 39. 132420
(35307)

DUDLEY
METROPOLITAN BOROUGH

(Equal Opportunity Employer)

THE HOLLY HALL SCHOOL
Scotts Grove Close,
Rosemary Hall Estate,
Dudley DY1 2HU

(12 - 18 co-ed. comp. 1,000)

Required January, temporary full-time TEACHER of ENGLISH in the first instance

Letters of application with c.v. and names of two referees to the Headteacher immediately. 132422
(35582)

ENFIELD
LONDON BOROUGH OF ENFIELD
THE GEORGE FLEMING SCHOOL
The Ride, Enfield, Middx. EN3 7HA
Required for January, 1985 temporary qualified teacher of ENGLISH (first priority) to teach English as a 2nd language, S.E. and 'O' level. This is a two secondary form entry school.
London Allowance.
Apply by letter with curriculum vitae, giving names addresses and telephone numbers of two referees to Head Teacher as soon as possible. (35856) 132222

Scale 1 Posts

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queens Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive, Roll 930
Sixth Form 258
Nearest tube station High Barnet
Required JANUARY, 1985, for one term, temporary qualified teacher of ENGLISH (Scale 1) up to (SE-level). Ability to teach 'O'Bans is desirable.
Lower School welcomed.
Salary Scale: £8,442 - £8,856 p.a. (to £9,201 for good Honours graduate) plus £618 London Addition.
Apply in writing as Head Teacher as soon as possible with full c.v. and names of two referees, S.A.E. Director of Educational Services. 132222
(36515)

ENFIELD
LONDON BOROUGH OF ENFIELD
SOUTHGATE SCHOOL
Bassetts Way, Barnet, Herts. EN4 0BE
Required from January 1985 temporary (two terms) qualified teacher of GIRLS' PHYSICAL EDUCATION.
Ability to teach Dance and Gymnastics to examination level essential.
Application forms from Head Teacher (SAE please) to be returned as soon as possible. 132222
(35858)

BRENT
LONDON BOROUGH OF BRENT
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley, Middx.
(Roll: 1080, Sixth Form 180)
Required from January 1985 (1) An enthusiastic Scale 1 Classics Teacher (2) Part time Classics teacher NOR (3) Part time Economics teacher NOR (4) Mathematics teacher Scale 2 to head the new department and (5) Staff for Modern Languages (French, German, Spanish) to Level, Classical Studies to CSE and O Level, A Level Greek, Latin and Classical Civilisation.

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Hedgley Hill, London N9 9PN
(1250 Boys and Girls: 300 in 6th Form)
Required for January 1985, (two terms) temporary teacher of CRAFT, DESIGN AND TECHNOLOGY, Scale 1.
Application by letter with the name (two referees should be sent to the Headmaster at the School, stating qualifications and experience. 132122
(36212)

HARINGEY
Progress with Humanity

ST. THOMAS MORE R.C. SCHOOL
Glendale Avenue, Wood Green, London N22 8NN
Tel: 01-888 7122
Roll: 1070 boys and girls
Headmaster: Mr. E. F. Fox, B.A.
CRAFT, DESIGN AND TECHNOLOGY. SCALE 1
Keen enthusiastic and imaginative person is required for a Teacher, or setting, to join a department in which is undergoing much growth. There are specialist rooms, two of which form part of a new suite. The post offers much scope for development and an interest in electronics would be an advantage.
Salary Scale: £8,442 - £8,856 p.a. (to £9,201 for good Honours graduate) plus £618 London Addition.
Apply in writing as Head Teacher as soon as possible with full c.v. and names of two referees, S.A.E. Director of Educational Services. 132222
(36516)

BROMLEY
LONDON BOROUGH OF BROMLEY
KEMNAL MANOR SCHOOL
Swanley Park Way, Sidcup, Kent DA14 5AA
Required for January 1985 for 2 terms, a full-time teacher of English. Scale 1 at this all-ability boys' comprehensive school. Responsible and caring attitude. Commitment looks years 1 - 3.
Letters of application, detailing curriculum vitae should be sent to the Headteacher as soon as possible. Closing date 14th December 1984. 132222
(35874)

DERBYSHIRE

See Derbyshire Display advert post reference Ihr 027, Page 39. 132420
(35307)

DUDLEY
METROPOLITAN BOROUGH

(Equal Opportunity Employer)

THE HOLLY HALL SCHOOL
Scotts Grove Close,
Rosemary Hall Estate,
Dudley DY1 2HU

(12 - 18 co-ed. comp. 1,000)

Required January, temporary full-time TEACHER of ENGLISH in the first instance

Letters of application with c.v. and names of two referees to the Headteacher immediately. 132422
(35582)

ENFIELD
LONDON BOROUGH OF ENFIELD
THE GEORGE FLEMING SCHOOL
The Ride, Enfield, Middx. EN3 7HA
Required for January, 1985 temporary qualified teacher of ENGLISH (first priority) to teach English as a 2nd language, S.E. and 'O' level. This is a two secondary form entry school.
London Allowance.
Apply by letter with curriculum vitae, giving names addresses and telephone numbers of two referees to Head Teacher as soon as possible. (35856) 132222

BROMLEY
LONDON BOROUGH OF BROMLEY
KEMNAL MANOR SCHOOL
Swanley Park Way, Sidcup, Kent DA14 5AA
Required for January 1985 for 2 terms, a full-time teacher of English. Scale 1 at this all-ability boys' comprehensive school. Responsible and caring attitude. Commitment looks years 1 - 3.
Letters of application, detailing curriculum vitae should be sent to the Headteacher as soon as possible. Closing date 14th December 1984. 132222
(35874)

Lancashire County Council

An Equal Opportunities Employer.

The following are required for the dates stated, and the closing date is 20th December, 1984.

Secondary Schools

Forms/further details from/to the Headteacher at the school (SAE please).

PENWORTHAM ALL HALLOWS R.C. HIGH SCHOOL (AIDED)
Cobbtree Avenue, Penwortham, Preston. (895 on Roll) 1st May, 1985

TWO POSTS

1. SCALE 4 – HEAD OF SCIENCE FACULTY, CHEMISTRY AN ADVANTAGE. HOLDER OF CATHOLIC TEACHERS CERTIFICATE PREFERRED.

2. SCALE 4 – HEAD OF ENGLISH FACULTY. HOLDER OF CATHOLIC TEACHERS CERTIFICATE PREFERRED.

Yewdale, Skelmersdale. (945 on Roll) As soon as possible

SCALE 1 – REMEDIAL (PROGRESS) DEPARTMENT

BLACKBURN WITTON PARK HIGH
Buncer Lane, Blackburn. (1,300 on Roll – Mixed 11 – 16) 1st May, 1985

SCALE 1 – TEXTILE DESIGN AND FASHION

SECONDARY ENGLISH
continued

ESSEX
GRAYS SCHOOL
Mathaway Road, Grays
Tel: Grays Thurrock 31361
Roll: 851
TEACHER Scale 1
ENGLISH (plus £258 Fringe Allowances)
Required January for one year to Headteacher (foolscap s.a.e. please).

FRYERNS SCHOOL
Crossingford Road,
Tel: Basildon 25111
Roll 1171
ENGLISH TEACHER Scale 1
ENGLISH (plus £258 Fringe Allowances)
Required January for 2 terms, for all age and ability levels in years 1 - 5. Possibility of Sixth Form work. Lower school welcomed an advantage.
Send c.v. and names of referees to Headteacher (foolscap s.a.e. please).

KING HAROLD SCHOOL
Brentwick Hall Road,
Waltham Abbey
Tel: Lea Valley 714800 or 714819
Roll 1400
ENGLISH/DRAMA TEACHER Scale 1
Temporary 2 terms in the first instance. Well qualified teacher required to teach English throughout the school to G.C.E. 'O' level standard. The post will be temporary from 25th February, 1985 to cover Maternity Leave.
Letters of application giving details of qualification and experience together with the names and addresses of two referees should be sent to the Headmaster as soon as possible. (37644) 132422

NORTHAMPTONSHIRE
LINGS UPPER SCHOOL

Billing Brook Road, Lings, Northampton NN3 4NT

Applications are invited from suitably qualified teachers for a Scale 1 two term temporary appointment, teaching mainly English, as from January 1985.

The person appointed will teach courses at CSE and 'O' level in this 11 - 18 co-educational upper school (NOR 980).

Please apply by letter of application as many as possible to the Headteacher, who will then send application forms and names and addresses of referees. 132422
(35890)

Scale 1 Post

HAGGERSTON (SG)
Weymouth Terrace, E2
Tel: 01-739 7174
Roll 939
Headmistress: M. J. Metcalf
Required from January 1985 or asap Scale 1 teacher for Physical Education to run a thriving department; interest in Hockey, Basketball or Outdoor Pursuits an advantage. JS

MATHEMATICS

ST FRANCIS XAVIER VIth FORM COLLEGE
91-101 Tooting High Street, SW17 0SX
(Temp address transferring to Malwood Road, SW12 in September 1985)
Tel: 01-767 6382
Roll: (Projected) 490, expected to rise to 750 in 1988
Principal Bryan Analone
Required from September 1985. A Senior Faculty Tutor (Scale 4) in the Mathematics and Computer Studies Faculty. Provides a rare opportunity for a suitably experienced and well qualified teacher to be involved in the challenging task of establishing a new sixth form college to serve the Roman Catholic community of S.W. London (i.e. Lambeth, Southwark and Wandsworth). The successful applicant will also be the Deputy Head of Faculty) will lead a team of tutors responsible for the pastoral care of approximately 150 students. Candidates should be able to teach Mathematics and/or Computer Science 'A' level. Preference given to practising athletes. NJS.

SENIOR TEACHER

ST FRANCIS XAVIER VIth FORM COLLEGE
91-101 Tooting High Street, SW17 0SX
Tel: 01-767 8192 (Sept. 1984)
Elsworth Malwood Road, SW12)
High (Projected) 450 mixed, expected to rise to 750 by 1988
Principal Bryan Analone
Required from September, 1985 A Head of Faculty for Humanities and Social Studies (Senior Teacher). Provides a rare opportunity for a suitably experienced and well qualified teacher to be involved in the challenging task of establishing a new sixth form college to serve the Roman Catholic Community in S.W. London (i.e. Lambeth, Southwark and Wandsworth). The successful applicant will be the Head of Faculty with responsibility for both pastoral and academic matter in the Faculty. NJS

CLASSICS

CROWN WOODS (SM)
Eltham Road, Eltham, SE9 2QN
Tel: 01-850 7611
Required from January 1985 (1) An enthusiastic Scale 1 Classics Teacher (2) Part time Classics teacher NOR (3) Mathematics Classicist, Scale 2 to head the new department and (4) Staff for Modern Languages (French, German, Spanish) to Level, Classical Studies to CSE and O Level, A Level Greek, Latin and Classical Civilisation.

DESIGN & TECHNOLOGY

ROCKWELL PARK (SM)
Dacre Road, SW9 0AL
Tel: 01-735 6156
Roll: 1093
Required for January 1985 to cover for Head of Faculty on Secondary Release for Craft, Design & Technology, with an interest in Microelectronics, to participate in Computer Control Project, to join a progressive, enthusiastic team in the first Inner City Technology College. Temporary post to August 1985 in the first instance. Possibility of permanency being extended.

WOOLWICH POLYTECHNIC (SM)
Duncan Hall Road, Plumstead, SE18 7HA
Tel: 01-854 1114
Roll: 1100
Headmaster: V. Bowen West
Required from Easter or asap (term after Easter) for Head of Faculty of Design and Technology. Full curriculum responsibility for planning and organisation of the Lower School Foundation Course. Should be prepared to teach in other areas of the Faculty. Interest in new technology welcome. Applications from men and women up to mean level in Engineering, Science or Design. JS

MUSIC

HIGHBURY GROVE (SM)
Highbury Grove, N5
Tel: 01-226 7693
Roll: 1460
Headmaster: I. J. Rowley
Required from January 1985 Scale 2 Music Teacher. This well equipped department requires an enthusiastic approach to class music in 1st-3rd years. Opportunities exist for teaching CSE, 'O' and 'A' level. Will be expected to take an active part in organising and rehearsing instrumental ensembles. Re advertisement. JS

PHYSICAL EDUCATION
Head of Department

ST THOMAS THE APOSTLE RC (SM)
Hollydale Road SE15
Tel: 01-639 0196
Roll: 890
Headmaster: F. E. Tope
Required from January 1985 Head of Physical Education Scale 3. Due to the reorganisation of Catholic Secondary Schools in South London this is a Temporary post for two terms only. The school has a very strong reputation in a wide variety of sports with particular emphasis on Soccer and Athletics. The facilities are good with a heated swimming pool and a Multi-Gym. Closing date 14 December. NJS.

Scale 1 Post

HAGGERSTON (SG)
Weymouth Terrace, E2
Tel: 01-739 7174
Roll 939
Headmistress: M. J. Metcalf
Required from January 1985 or asap Scale 1 teacher for Physical Education to run a thriving department; interest in Hockey, Basketball or Outdoor Pursuits an advantage JS

HOME ECONOMICS

MARIA FIDELIS CONVENT (SG)
34 Phoenix Road, NW1 1TA
Tel: 01-387 3856
Roll: 893
Headmistress: Sister Fidelis Galne
Required from January 1985 or asap – a qualified Home Economics teacher for one day (Thursday) each week. NJS.

MATHEMATICS

ST FRANCIS XAVIER VIth FORM COLLEGE
91-101 Tooting High Street, SW17 0SX
(Temp address transferring to Malwood Road, SW12 in September 1985)
Tel: 01-767 6382
Roll: (Projected) 490, expected to rise to 750 in 1988
Principal Bryan Analone
Required from September 1985. A Senior Faculty Tutor (Scale 4) in the Mathematics and Computer Studies Faculty. Provides a rare opportunity for a suitably experienced and well qualified teacher to be involved in the challenging task of establishing a new sixth form college to serve the Roman Catholic Community in S.W. London (i.e. Lambeth, Southwark and Wandsworth). The successful applicant will also be the Deputy Head of Faculty) will lead a team of tutors responsible for the pastoral care of approximately 150 students. Candidates should be able to teach Mathematics and/or Computer Science 'A' level. Preference given to practising athletes. NJS.

SCIENCE

HOLLAND PARK (SM)
Avondale Gardens, Campden Hill Road, W8 7AF
Tel: 01-727 5651
Roll: 1500
Headmaster: Dr. F. D. Bosworth
Required from January 1985 or asap Scale 1 teacher of Chemistry/integrated Science to work in the Faculty of Craft, Design & Technology. Mathematics & Science, which is developing integration between all subject areas. (SEAL) JS

BACON'S (SM)
Dalford Road, SE16
Tel: 01-237 5243
Abbey Headmistress: L. Davenport
Required asap a part-time Teacher for General Subjects to Top – staff 10 participate in INSET. Sessions are open to application. Please apply by letter to the Acting Headmistress stating subjects offered. NJS.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DANE COURT GRAMMAR SCHOOL FOR GIRLS
Shepherds Lane, Dartford, Kent DA1 2NT
Required as soon as possible, well-qualified graduate to teach English throughout the school.
Letters of application, curriculum vitae and the names and addresses of two people to whom reference may be made should be sent to the Headmistress as soon as possible.

TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS
St. John's Road, Tunbridge Wells
An Selective School of 840 boys, 11 - 18 plus, with 150 in the Sixth Form).
Required for February, 1985, a Teacher of English (scale 1) to teach the subject throughout the School to G.C.E. 'O' level standard. The post will be temporary from 25th February, 1985 to cover Maternity Leave.
Letters of application giving details of qualification and experience together with the names and addresses of two referees should be sent to the Headmaster as soon as possible. (27644) 132422

ISLE OF WIGHT
SANDOWN HIGH SCHOOL
The Fairway, Sandown, IW. PO36 9JL
Age range 13 - 18 plus, 1182 on roll including 150 in Sixth Form
Required for January 1985, a well qualified and enthusiastic teacher of ENGLISH (Scale 3) to the mid comprehensive College for January, 1985.
TEMPORARY ENGLISH Scale 1 for two terms.
Apply initially by letter to the Headmaster at the school. From whom further details and an application form may be obtained. (26504) 132422
(35845)

KNOWSLEY
RUFFWOOD COMPREHENSIVE SCHOOL
Ruffwood Drive,
Kirkby, Merseyside L33 8XF

(1,885 boys and girls, 11 - 18 years, 330 in Sixth Form. SPA payable)

Required for 1 May 1985 or sooner if possible.

SCALE 1 English teacher required to work through the full age and ability range in a very successful department. Applications from teachers interested only in part-time work would be considered.

For further information send s.a.e. to the Headmaster to whom applications by letter giving details of age, qualifications and experience together with the names of two referees, should be sent within 10 days. (26332) 132422

NORTHAMPTONSHIRE
LINGS UPPER SCHOOL

Billing Brook Road, Lings, Northampton NN3 4NT

Applications are invited from suitably qualified teachers for a Scale 1 two term temporary appointment, teaching mainly English, as from January 1985.

The person appointed will teach courses at CSE and 'O' level in this 11 - 18 co-educational upper school (NOR 980).

Please apply by letter of application as many as possible to the Headteacher, who will then send application forms and names and addresses of referees. 132422
(35890)

Post of Responsibility

ERNEST BEVIN (SB)
Beechcroft Road, SW17 7DF
Tel: 01-672 8582
Roll: 1400
Headmaster: David Potter
Required the Short Part Post (0.5) Deputy Head of Special Education department (Scale 3) A suitably qualified and experienced teacher of pupils with Special Educational Needs required to part-share with present post holder. The post would include both class and support teaching, and some small group work. A special interest in mathematics and computing for slower learners would be an advantage. Visits essential.

OTHER

THE HAMMERSMITH CENTRE
Macbeth Street, W6
Tel: 01-741 2777
Teacher-in-Charge: P. Allen
Required immediately Scale 2 teacher for well-established off-site support unit near Hammersmith Broadway. The successful candidate will be part of a team of four teachers catering for the educational needs of up to 24 teenagers from local schools. Must be able to get on well with people and to teach a wide range of subjects at all levels in an informal yet structured setting. Further details and application forms from the Divisional Education Officer (Ref. EM/ISL), Divisional Office, No 1, 50 Brook Green, W6. Tel: 01-603 3311 ext. 252.

PRIMARY SCHOOLS

HEADSHIP

ELFRIDA (JM)
Elfrida Crescent, SE6 3EN
Applications are invited from suitably qualified and experienced teachers for the headship of this school. Vacant 23 April, 1985. Roll 181. Bunsborn group 4. Please send telephone for application form and further details to Education Officer, EO/TS16, County Hall, London SE1 7PB. Closing date for the return of completed forms 21 December.

NEWHAM
LONDON BOROUGH OF NEWHAM
ST BONAVENTURE'S SCHOOL
Barking Road, London E7 9QH
Acting Head Teacher: Mr P. Layton
Number on roll: 604 boys
Full: 600
Approximately TEACHER OF ENGLISH (Two terms) Scale 1
Required January 1985.
A qualified person to teach English across the secondary age range to cover a teacher on secondment.
London Allowance: £1,058
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 18th December 1984.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (36467) 132422

WIGAN
METROPOLITAN BOROUGH OF WIGAN
LOWTON HIGH SCHOOL
Newton Road, Lowton, Warrington WA3 2DL
Tel: Leigh 603419/603410
11 - 16 mixed comprehensive
Required for January, 1985.
TEMPORARY ENGLISH Scale 1 for two terms.
From whom further details and an application form may be obtained. (36504) 132422
(35845)

DEPUTY HEADSHIP

BOUTCHER C.E. (JM&I)
93 Grange Road, Bermondsey, SE1
Tel: 01-237 3140
Roll: 220
Headmaster: Ian Hubbard
Required from January 1985. Deputy Head (Group 5). Bouncher is an exciting school, the teachers seeking to develop expertise within the current debate on educational theory and practice. There is a positive link with the local Christian community. We encourage an ethos of care and concern and are looking for a person who will enjoy the challenge of child/teacher/curriculum development. The Burnham timescale review is due to take place on 1.4.85. Preliminary calculations indicate that the school may move one group lower below the present position. The successful candidate can only be appointed to the Burnham group available to the school on the day he/she takes up the deputy headship. Visits welcome. NJS

Post of Responsibility

RHYL (JM&I)
Rhyl Street, NW5
Tel: 01-485 4899
Roll: 400
Headmistress: Mrs V. Melbourne
Required from January 1985 or asap. Infant/Junior teacher Scale 2 to be responsible for AVA/Computer. SPA. NJS.

Part-time Posts

CHARLOTTE SHARMAN (JM&I (NC))
West Square, SE11 4SN
Tel: 01-735 8818
Roll: Group 4
Required asap 0.5 well organised teacher with good classroom management skills. NJS.

HALLFIELD (I)
Porchester Gardens W2
Tel: 01-262 9411
Required from January 1985 Infant Teacher (0.6) for 2 terms to work with reception class children. Infant training is important and ability to work in a multi ethnic community with 30 different nationalities. NJS.

QUEENSBRIDGE (I)
Queensbridge Road, Hackney, E8 4BT
Tel: 01-254 1186
Roll: 81 FT 34 PT
Headmistress: Mrs Iris Law
Required asap, 0.4 teacher to work alongside and support staff involved in the work of this purpose-built double nursery unit. Visits essential. JS

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
STUART BATHURST RC HIGH SCHOOL

(11 - 18 Comprehensive)

Required for January 1985 ENGLISH Scale 1. Ability to offer Music a recommendation.

Letters of application stating full curriculum vitae and names & addresses of two referees should be forwarded immediately to Clerk to the Governors, Wood Green Road, Wednesbury, West Midlands.

Canvassing of members of the authority will disqualify. An equal opportunity employer. (27624) 132422

Geography

Heads of Department

CAMBRIDGESHIRE
SOHAM VILLAGE COLLEGE
Required for September, HEAD OF GEOGRAPHY (Scale 3) in this 11 - 16 comprehensive college (roll 860).
Application forms and details from Village College, Soham, Ely, Cambs. (SAE please). Closing date 10th January 1985. (30514)132618

ilea
Inner London Education Authority

Qualified teachers are invited to apply for the following posts.
Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£1038 p.a.) is made in addition to the appropriate Burnham Salary scale.
JS denotes post suitable for job share (paired applications only) as well as full-time applications.
A Register for pairing potential job sharers is maintained in EO/TS4, Room 47a, County Hall, London SE1 7PB (Tel 01-633 2386)
NJS denotes post not open to job share applications.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA are organised along comprehensive lines.
ILEA is an equal opportunities employer.

WESTMINSTER I.T. PROJECT
Thurloe Mews, Thurloe Rd. W9
Tel: 01-289 2480
Second full time teacher (Scale 2) wanted to work in team with two social workers for Day Care Course which was set up to provide an alternative placement for up to 12 young people seriously at risk of residential care or custody. Situation would suit a highly structured programme with clearly defined staff roles and needs someone experienced to work with adolescents who have behavioural and learning difficulties.
Initiative and enthusiasm and imagination in presentation are among the variety of skills needed. Programme involves: Numeracy and literacy and varying subjects up to CSE Level; practical options; sports/ group work; pastoral care; reintegration of offending patterns. Application forms and job descriptions available from and returnable to: Debbie Smith DO2 Staffing Section, 3 Picton Place, W1.

CROWN WOODS (SM)
Eltham Road, Eltham, SE9
Tel: 01-850 7678
Roll: 2115
Required asap. Experienced qualified part-time and temporary teachers of Law, Classics, Computers, Humanities and Music.

UNATTACHED TEACHER FOR MOTHER TONGUE POST
Suitably qualified teacher required as

SECONDARY GEOGRAPHY
continued

SURREY
EDUCATION COMMITTEE
THE ASHCOMBE SCHOOL
Dorking
12 - 18 Mixed Comprehensive, NOR 1148 including 208 in Sixth Form
Temporary Scale 3 Acting Head of Geography Department for two terms from January 1985. To teach, A level, O level and CSE courses. Scale 2 applicants considered.
Further details and application forms from the Headmaster, Dorking 885312. (38787) 132618

Scale 2 Posts and above

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6

In the Leicestershire plan for the re-organisation of secondary education

14 - 18 Upper

Roll 1088

GEOGRAPHY/INTEGRATED HUMANITIES
SCALE 2

Required January an enthusiastic and committed teacher of Geography/integrated humanities GCE O level and CSE Mode 3 to 4th and 5th year mixed ability classes.

An active interest in curriculum development is essential. A Scale 2 post may be available to a suitable applicant.

Application forms and further details on request from Head (SAE). Apply immediately with full particulars of qualifications and addresses of two referees to the Head. (38866) 133622

Scale 1 Posts

DONCASTER
DON VALLEY HIGH SCHOOL
Galley Lane, Scawthorpe, Doncaster
Tel: 781328
Required for February 1985 temporary Scale 1 teacher of Geography due to member of staff on maternity leave.
Apply by letter to the Head at the school as soon as possible. (38587) 132622

ESSEX
FRYERNS SCHOOL
Craylands, Basildon
Tel: Basildon 2111
(Roll 1171)
GEOGRAPHY TEACHER.
Scale 1
(plus £858 fringe)
Required January for 2 terms for years 7-9, including CSE and integrated humanities in first year.
Send c.v. and names of referees to Headteacher (foolscap s.a.e. please). (38776) 132622

ST. JOHN PAYNE R.C. COMPREHENSIVE SCHOOL
Patching Hall Lane, Chelmsford CM1 4BU
Tel: (02431) 354008
(Roll 1090)
TEMPORARY ASSISTANT TEACHER OF GEOGRAPHY.
Scale 1
Required for January 1985 for maternity leave.
Applications by letter with c.v. and names of referees to the Headteacher at the school (foolscap s.a.e. please). (38776) 132622

HERTFORDSHIRE
QUEENS SCHOOL
Aldenham Road, Bushey, Watford
Required January, qualified relief Graduate Teacher of Geography to teach throughout the school up to A level to cover for teacher reserving the right to return from pregnancy. Teaching to A level Human Geography.
Apply by letter to Headmaster with names and addresses of two referees. (35193) 132622

HERTFORDSHIRE
STEVENAGE GIRLS' SCHOOL
Valley Way, Stevenage, Hertfordshire, SG1 5AB
Headmistress: Mrs J. Black
Required for January 1985, for one term, in the first instance, a Scale 1 Graduate Teacher of Geography. Willingness to teach other subjects as well.
Apply by letter to the Headmistress as soon as possible enclosing a full curriculum vitae and name and addresses of two referees. (38519) 132622

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
HEMSWORTH HIGH SCHOOL
11 - 18
Mixed Comprehensive N.O.R. 1450
Required from 1st January 1985 FOR TWO TERMS ONLY a Scale 1 Teacher of Geography. Ability to teach 'A' level Physical Geography and an interest in fieldwork desirable.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 10 days (17th December, 1984) of the date of this advertisement. (39352) 132622

History

Scale 1 Posts

BEXLEY
LONDON BOROUGH
CRAYFORD SCHOOL
Iron Mill Lane, Crayford, Kent DA1 4RS
Tel: Crayford 529121
Required for January 1985. until August 1985 teacher of History for a temporary appointment for the Spring and Summer Terms.
Application forms and further details available from the Acting Headteacher (please telephone for interview s.a.e.). (37637) 132622

DERBYSHIRE
See Derbyshire Display advert (last reference DES 58/8 Page 30). (38526) 132622

ESSEX
CHELMER VALLEY HIGH SCHOOL
Court Road, Braunfield, Chelmsford CM1 5SR
Tel: (0245) 440232
(Roll 1116)
TEMPORARY TEACHER OF HISTORY AND GEOGRAPHY, Scale 1
Required January 1985 for two terms.
Applications direct to the Headteacher at the school with c.v., (foolscap s.a.e. please). (38751) 132622

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PS
(Mixed comprehensive, 970 pupils aged 11 - 16)
Headteacher: J.R.W. Oliver, M.A.
Required from January 1985 a teacher of HISTORY and GEOGRAPHY to teach across the ability range. Mathematics is taught to CSE, O and A level and a Nuffield based scheme is used in the Lower School.
Further details from (see please) and letters of application for the Headteacher by 7th December 1984, giving full names and addresses of two professional referees.
Avon is an equal opportunities employer. (36082) 133422

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Brislington, Bristol BS4 5EY
Tel: Bristol 775661
Mixed comprehensive - 60 acre site - outskirts of Bristol
Required from January 1985, specialist historian and linguist teacher to join a happy and successful department who is prepared to teach across the whole age and ability range. Mathematics is taught to CSE, O and A level and a Nuffield based scheme is used in the Lower School. Fixed term contract until 31st August 1985.
Further details from (see please), and letters of application, to the Headteacher by 14th December giving full c.v. and names and addresses of two professional referees. Avon is an equal opportunities employer. (36611) 133422

Scale 2 Posts and above

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6

GEOGRAPHY/INTEGRATED HUMANITIES

Please see Secondary Scale 2 Geography. (35870) 133226

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ECCLESHILL UPPER SCHOOL
Required as soon as possible, until August 1985, a temporary teacher of Humanities.
The teacher appointed will join a Humanities team of 7 teachers teaching a range of subjects. Ability to teach History and Social Studies with a particular advantage. A Scale 2 post is available for a suitably qualified and experienced candidate willing to take responsibility for the organisation of Social Studies within the Humanities faculty.
Application forms may be obtained from the Headmaster, Mr. K. Lickley, M.A. (Cantab) M.Sc., Ecclesihill Upper School, Harrogate Road, Bradford BD10 0JE, to whom completed forms should be returned by 14 December 1984.
Reference ET. 103884/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (35656) 133222

KNOWSLEY
RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L33 8XT
(1,885 boys and girls, 11 - 18 years, 130 in Sixth Form. SPA payable)
Required for 1 May 1985 or sooner if possible.
SCALE 1 teacher of Social Studies. The School offers CSE, 'O' and 'A' level courses in social and community studies, sociology and psychology together with a modular course in human relations. An additional interest in integrated courses for younger pupils and/or school games advantageous.
SCALE 1 teacher for Humanities, to assist in the development of an integrated course for first year pupils and to share in CSE Mode 3 work. The post could well be specialist, a teacher with primary school experience or an enthusiast for resource based learning.
For further information on the above two posts send s.a.e. to the Headteacher, to whom applications by letter giving details of age, qualifications and experience, together with the names of two referees should be sent within the next 10 days. (36333) 133222

DAILY RATE SUPPLY TEACHERS
(Primary, Secondary and Special Schools)
Required Immediately

Applications are invited from qualified and experienced teachers who may be available for DAILY RATE SUPPLY WORK to cover for sickness or other emergencies in PRIMARY, SECONDARY and SPECIAL SCHOOLS. Salary at 1/190th per day of the annual full-time salary (Scale 1).

These posts are not suitable for Probationers. London Allowance £1038.

Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned as soon as possible. Education Offices, 383 High Street, Stratford, London E15 4RD.

An Equal Opportunity Employer

LONDON BOROUGH OF NEWHAM (0706)

Home Economics

Scale 1 Posts

AVON COUNTY
MANGOTSFIELD SCHOOL
Mangotsfield, Bristol BS17 3LH
Required from 1st January 1985 teacher of Home Economics.
Letters of application to the Headteacher immediately giving full c.v. and names and addresses of two referees, including s.a.e.
Avon is an equal opportunities employer. (36436) 133022

ESSEX
SHOEBURYNESS COMPREHENSIVE SCHOOL
Caulfield Road, Shoeburyness SS3 9AL
Tel: Shoeburyness 2286
(Roll 1600)
TEACHER OF HOME ECONOMICS AND NEEDLEWORK, Scale 1
Required for September 1985, qualified teacher, very good facilities.
Apply by letter to the Headteacher enclosing c.v. and names of two referees (foolscap s.a.e. please). (38774) 133022

HILLINGDON
LONDON BOROUGH OF HILLINGDON
QUEENSMEAD SCHOOL
Queen's Walk, Ruislip, Middlesex HA4 0LS
(Number on roll: 942 62 in sixth form)
Headteacher: R.C. Duggan, B.A., M.Ed.
Required for January 1985 initially for TWO terms a well-qualified Scale 1 teacher of Home Economics able to teach a range of courses throughout the school. It is hoped that applicants will be able to offer some Fabric Studies teaching in the Lower School as well as Child Care and Health Education courses in the Upper School. Home Economics courses are taught throughout the age range. Candidates with a clear interest in the vocational aspects of the subject in the 14 - 18 age range will be welcomed.
There is a distinct possibility of this post extending into a third term and ultimately beyond.
Queensmead is a 6fa comprehensive school. The Home Economics Department is well resourced and currently staffed by five teachers.
Please apply immediately by letter in the first instance to the Head of the School giving full details including C.V. and stating the names and addresses of two referees.
Outer London Allowance Payable. (35449) 133022

Humanities

Heads of Department

OXFORDSHIRE
COUNTY COUNCIL

THE ICKNIELD SCHOOL & COMMUNITY CENTRE
Love Lane, Wallingford, Oxford
Group 10, 11 - 16, Roll 900
HEAD OF HUMANITIES FACULTY
DIRECTOR OF LEARNING METHOD
SCALE 4
This is a senior post in a developing comprehensive community school, currently undergoing curriculum change. Ickniield is a pilot school for the Oxford Certificate of Educational Achievement. An experienced teacher sympathetic to our aims is required for September 1985 or sooner for this new post.
Full details and application forms are available from the Headteacher; s.a.e. please. Closing Date: December 21st 1984. (35664) 133218

Mathematics

Scale 2 Posts and above

HAVERING
LONDON BOROUGH OF HAVERING
ST EDWARDS C. OF E. COMPREHENSIVE SCHOOL
London Road, Romford RM7 9DW
Tel: Romford 42809
(Roll 1040 Mixed)
Headmaster: Mr. Gwinnell, M.A.
An experienced lively teacher of Mathematics, Scale 2, is required for April 1985 to build this young department. Ability to teach pure and applied mathematics at A level essential. Computer literacy would be a strong recommendation and interest in extra-curricular activities expected.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (36475) 133422

LONDON
OUT LADY'S CONVENT HIGH SCHOOL
6-10 Alkham Park, London N16 6AT
(660 girls, R.C., V.A.)
Required January 1985 for one term to cover secondment Scale 2 teacher of Mathematics to Chf. & 'O' level.
Application in writing to the Headmistress quoting two referees. (38759) 133422

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Brislington, Bristol BS4 5EY
Tel: Bristol 775661
Mixed comprehensive - 60 acre site - outskirts of Bristol
Required from January 1985, specialist mathematics teacher to join a happy and successful department who is prepared to teach across the whole age and ability range. Mathematics is taught to CSE, O and A level and a Nuffield based scheme is used in the Lower School. Fixed term contract until 31st August 1985.
Further details from (see please), and letters of application to the Headteacher by 14th December giving full c.v. and names and addresses of two professional referees. Avon is an equal opportunities employer. (36611) 133422

WILTSHIRE
HREOD PARKWAY SCHOOL
Akers Way, Swindon SN2 2NJ
Head Teacher: Mr R.W.B. Cioall, B.Sc.
HEAD OF HUMANITIES (SCALE 4)
Required April, 1985 for the newly created 11 - 16 co-educational comprehensive school (N.O.R. 1,500 approximately).
Candidates should be Social Scientists capable of teaching Geography as an existing Mode 3 Sociology (C.S.E. and G.C.E.) and an integrated 1st year course as well as having overall responsibility for R.E., history, geography and possibly new pre-vocational courses in a faculty of 13 staff. A commitment to mixed ability teaching would be desirable. Each faculty is largely responsible for its own special interest development. This is a key post in the structure of the school and will need considerable management, skill, energy and commitment.
Letter of application, C.V. and names and addresses of two referees to the Head Teacher at the School from whom further details are available (S.A.E. please). Interviews will be in early February. (37633) 133222

BROMLEY
LONDON BOROUGH OF BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Tel: Biggin Hill 74048
Required from January 1985 Mathematics teacher to join an enthusiastic, well-established department. Specialists in one of eight specialists with responsibility for Sixth Form work. Experience of University entrance. Purpose built, 7 form entry, mixed ability school with a balanced intake. Excellent library and computer facilities. Further enquiries or visits welcome. Application for supplemented on a part-time basis (for job share or full time) may be considered.
Outer London Area Allowance Scale 1.
Full particulars and name of two referees should be sent to the Headmaster by 11th December 1984. (35873) 133422

KNOWSLEY
RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L33 8XT
(1,885 boys and girls, 11 - 18 years, 130 in Sixth Form. SPA payable)
Required for 1 May 1985 or sooner if possible.
SCALE 1 teacher of Social Studies. The School offers CSE, 'O' and 'A' level courses in social and community studies, sociology and psychology together with a modular course in human relations. An additional interest in integrated courses for younger pupils and/or school games advantageous.
SCALE 1 teacher for Humanities, to assist in the development of an integrated course for first year pupils and to share in CSE Mode 3 work. The post could well be specialist, a teacher with primary school experience or an enthusiast for resource based learning.
For further information on the above two posts send s.a.e. to the Headteacher, to whom applications by letter giving details of age, qualifications and experience, together with the names of two referees should be sent within the next 10 days. (36333) 133222

LONDON
CROYDON
LONDON BOROUGH OF CROYDON
ADDINGTON HIGH (M) Fairchildes Avenue, New Addington, Croydon CR0 0AA
Tel: Lodge Hill (66) 43387
Tenable 1 January 1985
Mathematics teacher required to join 11 - 16 mixed Comprehensive School N.O.R. 1,000. A Scale 1 post is available for a suitably qualified and experienced candidate.
Apply to the Head Teacher giving c.v. and two referees.
SALARY Burnham Scale 1 or 2. With London Area Allowance. (36478) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
Required for January 1985 teachers of MATHEMATICS. Scale 1, 2 or 3 according to qualifications and experience. Applicants from Enfield Schools.
London Allowance £618.
Application forms (s.a.e. please) available from and to be returned to, the Director of Education, P.O. Box 57, Civic Centre, Silver Street, Enfield, Middx. EN1 3XD.
BISHOP STOPFORD'S SCHOOL
Brick Lane, Enfield, Middx. EN 1 4PA
(Roll 1040, including 140 in Sixth Form)
Required in January 1985, or as soon after as possible, a teacher of MATHEMATICS (Scale 1) to join a happy and successful department in this 11 - 18 comprehensive school. Initially will teach CSE, 'O' and 'A' level and C.P.E. Some Mathematics is required at Advanced level and it is possible that a share of this teaching could be made available in the first instance for a suitably qualified candidate.
London Allowance £618. Consideration given to assistance with removal and location costs. Temporary housing and two house allowance.
Applications should be made by letter direct to the Head Master, at the School, giving full details of qualifications and experience together with the names and addresses of two referees. Application forms may also be obtained from the Head Master. (36470) 133422

BEDFORDSHIRE
NORTHERN AREA
ST. THOMAS MORE R.C. UPPER SCHOOL
The Crescent, Bedford
Tel: Bedford 41201
Headmaster Mr. J. McManus
13 - 18 Co-educational Comprehensive R C Upper School
Number on Roll: 650
Required for January 1985, a part-time teacher of Mathematics, Scale one or maximum of two, to join with a Department of five full-time members.
The commitment will be for O & A level in the Spring Term 1985 but may be extended further during the Summer term following examination courses.
Application forms and further details from the Headmaster, s.a.e. please.
Please apply immediately, informal telephone enquiries to the Headmaster would be welcome. (37634) 133422

BERKSHIRE
BRAKENHALE SCHOOL
Rectory Lane, Bracknell, Berks.
Comprehensive, N.O.R. 1150
Required for January 1985 experienced teacher of Mathematics Scale 1 graduate, across the ability range and ability range. Mathematics is taught to CSE, O and A level and a Nuffield based scheme is used in the Lower School.
Further details from (see please) and letters of application to the Headteacher by 7th December 1984, giving full names and addresses of two professional referees.
Avon is an equal opportunities employer. (36082) 133422

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Brislington, Bristol BS4 5EY
Tel: Bristol 775661
Mixed comprehensive - 60 acre site - outskirts of Bristol
Required from January 1985, specialist mathematics teacher to join a happy and successful department who is prepared to teach across the whole age and ability range. Mathematics is taught to CSE, O and A level and a Nuffield based scheme is used in the Lower School. Fixed term contract until 31st August 1985.
Further details from (see please), and letters of application, to the Headteacher by 14th December giving full c.v. and names and addresses of two professional referees. Avon is an equal opportunities employer. (36611) 133422

Scale 2 Posts and above

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6

HEAD OF MATHEMATICS

Please see Secondary Scale 2 Geography. (35870) 133226

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ECCLESHILL UPPER SCHOOL
Required as soon as possible, until August 1985, a temporary teacher of Mathematics.
The teacher appointed will join a Humanities team of 7 teachers teaching a range of subjects. Ability to teach History and Social Studies with a particular advantage. A Scale 2 post is available for a suitably qualified and experienced candidate willing to take responsibility for the organisation of Social Studies within the Humanities faculty.
Application forms may be obtained from the Headmaster, Mr. K. Lickley, M.A. (Cantab) M.Sc., Ecclesihill Upper School, Harrogate Road, Bradford BD10 0JE, to whom completed forms should be returned by 14 December 1984.
Reference ET. 103884/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (35656) 133222

KNOWSLEY
RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby, Merseyside L33 8XT
(1,885 boys and girls, 11 - 18 years, 130 in Sixth Form. SPA payable)
Required for 1 May 1985 or sooner if possible.
SCALE 1 teacher of Mathematics. The School offers CSE, 'O' and 'A' level courses in social and community studies, sociology and psychology together with a modular course in human relations. An additional interest in integrated courses for younger pupils and/or school games advantageous.
SCALE 1 teacher for Humanities, to assist in the development of an integrated course for first year pupils and to share in CSE Mode 3 work. The post could well be specialist, a teacher with primary school experience or an enthusiast for resource based learning.
For further information on the above two posts send s.a.e. to the Headteacher, to whom applications by letter giving details of age, qualifications and experience, together with the names of two referees should be sent within the next 10 days. (36333) 133222

LONDON
CROYDON
LONDON BOROUGH OF CROYDON
ADDINGTON HIGH (M) Fairchildes Avenue, New Addington, Croydon CR0 0AA
Tel: Lodge Hill (66) 43387
Tenable 1 January 1985
Mathematics teacher required to join 11 - 16 mixed Comprehensive School N.O.R. 1,000. A Scale 1 post is available for a suitably qualified and experienced candidate.
Apply to the Head Teacher giving c.v. and two referees.
SALARY Burnham Scale 1 or 2. With London Area Allowance. (36478) 133422

HATHE TEACHERS required to quality for OVERSEAS posts. s.a.e. to OVERSEAS Appointments, (36548) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON MANOR
LANGDON ROAD, London E6 3HQ
Tel: 01-472 4433
(Mixed comprehensive, 970 pupils aged 11 - 16)
Headmaster: J.R.W. Oliver, M.A.
Required from January 1985 a teacher of MATHEMATICS to teach across the ability range plus Outer London Allowance of £618 p.a. A Scale 2 post is available for a suitably qualified teacher. A Scale 1 post is available for a suitably qualified teacher. It is hoped that the person appointed would be keen to develop Education as a minor option course and to take part in full-time duties in the future.
A new Drama and Music block, costing a quarter million pounds, is nearly completed. The person appointed will teach in the ideal conditions of the well-equipped Drama studio.
The school, which is expanding rapidly, is in a very attractive area with its own grounds extending to the bank of the River Thames.
Please apply immediately in writing to the Head Master at the School giving full details of qualifications, experience and the names and addresses of two referees. (35737) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
ORLEANS PARK SCHOOL
Richmond Road, Twickenham, Middlesex TW1 3BB
(Tel 01-891 0187)
Headmaster: Garth Freeman, J.P., M.A.
Temporary full-time TEACHER OF MATHEMATICS, initially until the end of the Summer Term 1985, required as soon as possible. Department of Modern Mathematics would be an advantage, but is not essential. Outer London Allowance of £618 p.a.
Orleans Park is an 11 to 16 years mixed comprehensive school with 900 pupils on roll. Situated in attractive new buildings close to the River Thames and the town centres of Twickenham and Richmond.
Application forms and further details available from the Deputy Head of the school (please enclose s.a.e. foolscap) to whom they should be returned as soon as possible. (35729) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PS
(Mixed comprehensive, 970 pupils aged 11 - 16)
Headmaster: J.R.W. Oliver, M.A.
Required from January 1985 a teacher of MATHEMATICS (Scale 1 plus Outer London Allowance £618 p.a.). A Scale 2 post is available for a suitably qualified teacher. A Scale 1 post is available for a suitably qualified teacher. It is hoped that the person appointed would be keen to develop Education as a minor option course and to take part in full-time duties in the future.
A new Drama and Music block, costing a quarter million pounds, is nearly completed. The person appointed will teach in the ideal conditions of the well-equipped Drama studio.
The school, which is expanding rapidly, is in a very attractive area with its own grounds extending to the bank of the River Thames.
Please apply immediately in writing to the Head Master at the School giving full details of qualifications, experience and the names and addresses of two referees. (35737) 133422

NORTHAMPTONSHIRE
CHISHELE SCHOOL
Spencer Road, Wellingborough, Northants. NN8 1LX
Required for September 1985 a graduate teacher of Mathematics to join an enthusiastic department. Some teaching of girls' games would be required. A Scale 2 would be available for an experienced applicant.
We are seeking an enthusiastic specialist to join a successful team which has a significant record of success in public examinations. Applicants should be willing to participate in the full life of the school and to contribute to the extra-curricular activities programme. As a comprehensive school we would also be interested in applicants who could offer a second subject.
Application forms and further particulars available from and returnable to the Headteacher, quoting reference No. 18th December 1984.
Blueprint Metropolitan Borough to an Equal Opportunities Employer. (36424) 133422

STOCKPORT
Required for January 1985 TEACHER - MATHS Scale 1 (Ref 2138)
CHEADLE HULME HIGH SCHOOL
Woods Lane, Cheadle Hulme, Stockport SK8 7EY
A suitably qualified and experienced teacher required to teach throughout the age and ability range of the 11 - 16 mixed comprehensive school. A Scale 2 post is available for a suitable candidate.
Application forms and further particulars from and returnable to the Headteacher, quoting reference No. 18th December 1984.
Blueprint Metropolitan Borough to an Equal Opportunities Employer. (36424) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
PINDAR SCHOOL
Manor Drive, Eastfield, Scarborough YO11 3LX
(11 - 16 Comprehensive)
A Qualified Teacher of MATHEMATICS, Scale 1 required to commence duties from January 1985.
Please send s.a.e. for application form and further particulars to the Headteacher, to whom completed applications should be returned as soon as possible. (36119) 133422

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
FARRINGDON SCHOOL
Allendale Road, Sunderland SR3 2EL
(Group 11)
Required as soon as possible TEACHER OF MATHEMATICS (Scale 1) to assist in the teaching of mathematics up to O level standard.
This is a re-advertisement and previous applicants will be considered without re-applying.
Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to her by 21st December, 1984. (36518) 133422

WEST SUSSEX
THE LITTLEHAMPTON SCHOOL
Littlehampton
(Mixed 11 - 18 Comprehensive (1950 on roll))
Required January TEACHERS OF MATHEMATICS able to teach across the entire range up to and including Advanced Level G.C.E.
Please write to Headmaster giving relevant personal details and quoting names and addresses of two referees.
One of these posts is permanent and the other for two terms initially. Assistance will be given with removal and resettlement of successful applicants in approved cases for permanent teacher. (38784) 133422

WEST SUSSEX
MIDHURST GRAMMAR SCHOOL
North Street, Midhurst GU29 9DT
(Group 10, Mixed Comprehensive, 13 - 18 voluntary aided)
Required as soon as possible, temporary Scale 1 teacher of Mathematics.
Form and details from Headmaster s.a.e. please. (37783) 133422

WIGAN
METROPOLITAN BOROUGH OF WIGAN
HESKETH FLETCHER C. E. HIGH SCHOOL
Hamilton Street, Atherton, Manchester M29 9AY
Tel: Atherton 885425
Required for February, 1985. TEMPORARY MATHEMATICS Scale 1 until end of Summer term.
Application forms and further particulars, available from the Head of the school, should be returned as soon as possible. Ref: A 40. See please. (35846) 133422

Modern Languages

Heads of Department

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DS
Comprehensive mixed, 11 - 18, Roll: 1,450
Required from Easter 1985: Head of Modern Languages (Scale 4). Outstanding opportunity in a large and progressive department. Vacancy due to promotion. Full secondment grants available in approved cases.
Application forms (see please) from and returnable to the Head Teacher. (36444) 133618

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MENACRE SCHOOL
Sutton Road, Maidstone ME15 9AT
Tel: Maidstone (0622) 62198
Required for April 1985, Head of Modern Languages Scale 3. A French is taught across the age range in this co-educational high school (roll 830) and German is an additional language in senior school.
S.A.E. for application form (returnable by December 20th) and further details from Headmaster. (37647) 133618

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ST CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent
Tel: Crayford (0322) 56533
Voluntary Aided
Comprehensive 4 form entry 11 - 18
Roll 750 - Sixth Form 100
Required for January 1985, a part time teacher of German and French for 3½ days per week. The teaching includes examination classes ('O' level and CSE) in German.
Requests for application forms (enclosing foolscap s.a.e. with curriculum vitae and names and addresses of two referees) should be sent to the Headmistress. (37659) 133622

BURY
METROPOLITAN BOROUGH OF BURY
TEACHING APPOINTMENT
Supply Teacher (Scale 1) for French and German to 'O' level approximately 50% of each subject during the maternity leave of the present post holder, required at Tottington High School, Laurel Street, Tottington, Bury BL8 3LY for January 1985.
Letters of application including full curriculum vitae to the Head Teacher at the school as soon as possible. (35958) 133622

Music

Heads of Department

BIRMINGHAM
CITY COUNCIL
An equal opportunities employer

EDUCATION DEPARTMENT
HEAD OF MUSIC - SCALE 3
FOUR DWELLINGS
Dwellings Lane, Quinton, Birmingham B32 1RJ
Tel: 021-422 0132
Required for Easter 1985. Enthusiastic and committed teacher sought to develop the music curriculum throughout this 11 - 18 school. The school has a purpose built music block.
Application forms and further particulars available from the Headteacher, quoting reference No. Ref: A 40. See please. (35846) 133422

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ST CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent
Tel: Crayford (0322) 56533
Voluntary Aided
Comprehensive 4 form entry 11 - 18
Roll 750 - Sixth Form 100
Required for January 1985, a part time teacher of German and French for 3½ days per week. The teaching includes examination classes ('O' level and CSE) in German.
Requests for application forms (enclosing foolscap s.a.e. with curriculum vitae and names and addresses of two referees) should be sent to the Headmistress. (37659) 133622

BURY
METROPOLITAN BOROUGH OF BURY
TEACHING APPOINTMENT
Supply Teacher (Scale 1) for French and German to 'O' level approximately 50% of each subject during the maternity leave of the present post holder, required at Tottington High School, Laurel Street, Tottington, Bury BL8 3LY for January 1985.
Letters of application including full curriculum vitae to the Head Teacher at the school as soon as possible. (35958) 133622

CROYDON
LONDON BOROUGH OF CROYDON
ADDINGTON HIGH (M) Fairchildes Avenue, New Addington, Croydon CR0 0AA
Tel: Lodge Hill (66) 43387
Tenable: 1 January 1985
Required in this 11 - 16 mixed comprehensive High School a teacher of French.
Apply to the Head Teacher giving c.v. and two referees.
SALARY Burnham Scale 1. With London Area Allowance. (36478) 133622

CROYDON
LONDON BOROUGH OF CROYDON
SYLVAN HIGH (M) Maberley Road, London SE19 3JH
Tel: 01-771 2261
Tenable 1 January 1985
Temporary teacher of French and German required for the Spring term in this 11 - 16 mixed comprehensive High School.
Telephone the School for further details.
Salary - Burnham Scale 1 with London Area Allowance. (36478) 133622

ESSEX
BRENTWOOD COUNTY HIGH SCHOOL
Shenfield Common, Brentwood
Tel: Brentwood (0277) 226469
(Roll 1133)
TEMPORARY, full-time teacher up to 'A' level, with some French. Temporary for two terms.
Applications by letter including c.v. and names of two referees (foolscap s.a.e. please).
RICKSTONES SCHOOL
Conrad Road, Witham
Tel: 515756
(Roll 800)
LANGUAGES, Scale 1
Required for Easter 1985, a teacher of French and German to teach throughout the school and across the whole ability range.
Apply to the Headteacher at the school for further details and an application form (foolscap s.a.e. please). (38778) 133622

LANGUAGE TEACHERS required by VSO for work overseas. See ad. in OVERSEAS section. (36548) 133622

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

WREAKE VALLEY COLLEGE
Parkstone Road, Syston, Leicester LE7 2LY
11 - 18 Upper
Roll 1407
FRENCH SCALE 1
Required January for two terms a part time teacher of French three days per week to teach throughout the Fifth and Upper School.
Application forms and further details on request from Head (SAE). Apply immediately with full particulars and names and addresses of two referees to the Head. (35867) 133622

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: A. Gabert
Number on roll: 1600
TEMPORARY TEACHER OF GERMAN Scale 1
To cover a maternity leave from January 1985.
Apply direct to the Headteacher giving a brief curriculum vitae and the names of two referees as soon as possible
LONDON ALLOWANCE £1,038
An Equal Opportunity Employer. (35791) 133622

SECONDARY

DS/50/7 **ENGLISH/LIBRARY**
Scale 1/2.
Temporary – February – August 1985.

DS/51/7 **BOYS P.E.**
Scale 1/2.
Temporary – January – August 1985.

DS/58/8 **R.E./HISTORY**
Scale 1.
Temporary – January – August 1985.
Derwin School, St. Andrew's View, Derby, DE2 4EU. (Derby 831230).
(11-14; NOR431)

SPECIAL

HW/24/8 **DEPUTY HEAD**
Group 6 (S).
John Duncan School, Cavendish Road, Buxton, Derbyshire, SK17 6RL. (Buxton 3130).
(7-15; 28 Resident, 37 Day)
(Children with moderate learning difficulties).
(Please ring the Head for appointment to view school).

Application forms and further details (see please) from the Headteacher, unless otherwise stated.
Closing date: 21 December 1984, unless otherwise stated.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

DERBYSHIRE
County Council

Unless otherwise stated the following posts are required for Summer term 1985, forms and details are available on receipt of S.A.E. from the Acting Divisional Education Officer, PO Box 2, Council Offices, Eastgate, Sleaford, Lincs. Closing date: 21st December 1984

PRIMARY: DEPUTY HEADSHIP

GRANTHAM ISAAC NEWTON COUNTY PRIMARY SCHOOL. NOR 280 - Group 5

Enthusiastic and experienced teacher required, initially to take responsibility for vertically grouped class of 3rd and 4th year juniors. Applicants should state curricular interests. This is a re-issue of a previous advertisement and applicants who have already applied need not submit fresh applications. Closing date: 2nd January 1985.

PRIMARY: SECOND MASTER/MISTRESS

SLEAFORD WILLIAM ALVEY'S CE (CONTROLLED) SCHOOL. NOR 416 - Group 7

A lively and enthusiastic teacher required to be third member of the senior management team in this large junior school. The post offers the opportunity to develop the skills necessary for promotion to higher levels.

This is a re-issue of a previous advertisement and applicants who have already applied need not submit fresh applications. Closing date: 31st December 1984.

SECONDARY: SCALE 4 POST

DESIGN AND TECHNOLOGY – Advisory/Peripatetic teacher required. This post, which is based at Sleaford, is part of a DTI project and involves teaching 'A' level Design and Technology in County schools and in-service training, particularly in the field of electronics/microelectronics. A new well-resourced van is provided to transport equipment and materials. Further details and application forms on receipt of S.A.E. from Mr. A. M. Brecken, Education Inspector (Craft, Design and Technology), Divisional Education Office, Council Offices, Sleaford, Lincs NG34 7EB, to whom forms should be returned as soon as possible.

SECONDARY: SCALE 2 POST

plus Special Schools Allowance

GRANTHAM ST WULFRAM'S CE (CONTROLLED) COMPREHENSIVE SCHOOL. Roll in Unit 6 - 8.

Required from spring term 1985 or as soon as possible thereafter, teacher suitably qualified to work in the Unit for partially hearing children.

SECONDARY: SCALE 1 POST

GAINSBOROUGH CASTLE HILLS SECONDARY SCHOOL, The Avenue, Gainsborough, Lincs. DN21 1PY. NOR 630

MATHS AND/OR SCIENCE - Temporary Assistant teacher required as soon as possible. For forms/details send S.A.E. to the school.

Lincolnshire County Council

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

Budehaven School
Valley Road, Bude. Cornwall Group No. 10, No On Roll 937, Sixth Form Of 112.
Second In Mathematics Scale 3 or 2
Required for January, 1985, a well qualified mathematician to act as second in department of five full-time teachers. The successful applicant will be expected to contribute in all areas including 'A' and 'S' level work. This element of responsibility carries Scale 2; an additional point (Scale 3) would be available to someone with experience in the teaching of computer studies to 'O' level who would be responsible for developing the use of computer throughout the school. Candidates should state clearly in their application whether or not they wish to be considered for the additional point.
Please apply by letter including curriculum vitae and names and addresses of two referees, to the Headteacher.

Budehaven School
Valley Road, Bude. Cornwall. Group No. 10, No. On Roll 937, Sixth Form Of 112.
History Scale 1
Required for January, 1985, a temporary teacher of History, initially for one term (to 3rd April, 1985), but may be renewable for a further term (to 26th July, 1985). Teaching will in years 1–5 including first form Humanities; can be adapted to suit candidates experience.
Please apply by letter, including curriculum vitae and names and addresses of two referees to the Headteacher.

Saltash School
Wearde Road, Saltash. Cornwall. Group No. 11, No. On Roll 1240, Sixth Form Of 130.
Modern Languages – Scale 1
Required for January, 1985, for two terms a suitably qualified temporary teacher to takeover a timetable of French mostly to years 1 to 3 plus one class of C.S.E./'O' level examination work. The Tricolor Course and the South West Credit Scheme are both in use. Please state second subject offered as 3rd year Mathematics would be helpful.
Please apply by letter, including curriculum vitae and names and addresses of two referees to the Headteacher.

PRIMARY SCHOOL
Polperro C. P. Junior & Infant School
Brentfields, Looe. Cornwall. Group No. 3.
Deputy Headteacher Group 3
Applicants should be experienced infant teachers willing to take an enthusiastic part in all aspects of the school life, including activities with juniors.
Please state special curricular interests. To commence 23rd April, 1985.
Application form from the Headteacher at the school to whom they are returnable.
Primary Headship
St Columb Major C. P. Junior & Infant School
St Columb. Cornwall. TR9 6RW. Group No. 3,
Available from 1st January, 1985, Closing Date 31st December, 1985.
Applications are invited from suitably qualified teachers for the Headship of the above post.
Application form and further details are available on receipt of a S.A.E. (F'oolscap) from The Secretary For Education (Schools Section), County Hall, Truro. Cornwall. TR1 3BA.

(0961)

Cornwall

SECONDARY MUSIC
continued

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
MINSTHORPE HIGH SCHOOL AND COMMUNITY COLLEGE
N.O.R. 1348
Required for January or Easter 1985, HEAD OF MUSIC, Scale 3. The Department offers courses to C.S.E. and 'O' level and with the aid of ancillary staff to further develop music across the school. Further details on request.
Application forms available from the Headmaster or Head of Music.
Closing date 21st December, 1984.

BARNET
LONDON BOROUGH
JENNER SCHOOL
Golders Rise, Edgware, London NW4 2HP
Tel: 01-203 9004
Co-educational
Comprehensive, Roll 1019.
Sixth Form 130.
Required APRIL, 1985, or earlier if available, teacher of MUSIC, Scale 1. Ability to run wind band and encourage instrumental playing throughout school as well as assist-ing in teaching of A-level classes as required, in strong department. Well-equipped music suite. Please state second subject. Ability to teach Religious Education or Physical Education a strong recommendation.
Salary Scale: £5,445 – £8,556 p.a. (to £9,801 for good Honours graduate) plus £678 London Addition.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full curriculum vitae and names of two referees.
S.A.E.
Director of Educational Services. (36558) 133892

Scale 2 Posts and above

KNOWSLEY
Readvertisement - previous applicants need not reapply

ST. AUGUSTINE'S RC COMPREHENSIVE SCHOOL
Wood Road, Billowood. Merseyside L26 0TA
(446 Boys and Girls, aged 11 - 17 years)

Required for 1 May 1985, or sooner if possible.

SCALE 2 Teacher of Music and Drama.

The person appointed will be responsible for teaching these subjects throughout the school.

Further details and application forms are available by sending s.a.e. to the Headteacher at the school to whom completed forms should be returned by 31 December 1984. (26334) 133820

Scale 1 Posts

AVON COUNTY
ST KATHERINE'S SCHOOL
Ham Green, Pill, Bristol BS20 0HT
Required for January 1985, Assistant Teacher of Music and English, Scale 1, to join team very active in extra curricular Drama/Music events.
Letters of application to the Headteacher including names of two referees, enclosing sae. Avon is an equal opportunities employer. (36453) 133822

BERKSHIRE
GARTH HILL SCHOOL
Sandy Lane, Bracknell, Berks. RG12 2TH
Comprehensive: N.O.R. 1100
Required for January, or as soon as possible, a Temporary Teacher of Music (Scale 1) for two terms. The successful candidate will be assisted to teach throughout the main school (11 - 16). Assistance with extra curriculum music activities is an essential part of the work in this lively department.
Further details and application forms available from the Headmaster (SAE).
NO CLOSING DATE.
An Equal Opportunity Employer. (35187) 133822

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552356
(Roll 1454)
MUSIC TEACHER, Scale 1
Required January. Music specialist in well established department. United accommodation possible.
Apply by letter to Headteacher with curriculum vitae and names of two referees (foolscap s.a.e. please). (35770) 133892

SUNDERLAND
BOROUGH OF SUNDERLAND
SCHOOL DEPARTMENT
FARRINGTON SCHOOL
Allendale Road, Sunderland SR3 1PL
(Group 11)
Required for January, 1985:- TEACHER OF MUSIC (Scale 1).
Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to her by 21st December, 1984. (30520) 133822

Pastoral

Heads of Department

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Head Teacher: R.N. Smithson
No. on Roll: 1406
Required for the beginning of the Summer Term, 1985, an experienced teacher to be HEAD OF NEWTON HOUSE (Scale 3). This is a key appointment as one of the team of Heads of Houses responsible for pastoral care in the school. Candidates should be able to teach throughout the main school (11 - 16). Experience of and genuine interest in pastoral care and ability to offer Biology/Science as a teaching subject will be an advantage.
Application forms and further details obtainable from the Head Teacher at the school. Completed forms should be returned no later than 17th December, 1984 (f.s.s.e. please).
"Full and fair consideration will be given to all disabled applicants."
(35187) 134018

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Vacancy for Sept 1985
WARD'S BRIDGE HIGH SCHOOL
HEAD OF MIDDLE SCHOOL
Scale 4
To be responsible for organisation and pastoral care together with monitoring of academic progress in years four and five.
The school is an 11 - 18 mixed comprehensive situated in a residential area of the borough. A wide range of courses at 'A' level has been developed but the philosophy of the 6th form is comprehensive.
Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please)
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (35180) 134018

Scale 2 Posts and above

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE BURLEIGH COLLEGE
Burleigh Grange Hill, Loughborough, Leics. LE11 0BQ
In the Leicestershire plan for the re-organisation of secondary education
14 - 18 Upper
Roll 1501
ASSISTANT HOUSEMISTRESS - Scale 2
Required January. Assistant Housemistress Scale 2 at Field House, a mixed boarding house for girls aged 11 - 18. The post carries a teaching commitment in this 14 - 18 comprehensive college. A temporary appointment is possible.
Application forms and further details are required from Head (SAE). Apply immediately with full curriculum vitae and names and addresses of two referees to the Head. (35865) 134020

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTON HOUSE C.H.E.
Sutton Road, Plaistow E13
Number on roll: 36
TEACHER IN CHARGE Scale 2
Required: APRIL 1985 or as soon as possible.
Teacher in charge of the educational reserve Hostel in this Community Home, catering for young teenaged boys and girls.
Applicants should have a wide experience of curriculum development for this age of pupils and a recognised national ability.
LONDON ALLOWANCE £1,038 less Special Schools Allowance.
Application forms/further particulars (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 14th December, 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4HD. (36488) 134020

Physical Education

Heads of Department

BERKSHIRE
SLOUGH & ETON
SECONDARY SCHOOL
Rosedene Road, Slough SL1 2PU
Secondary NOR 500
Required for April 1985, or as soon as possible thereafter, enthusiastic Head of Physical Education for Boys P.E. from 5-6 Form Entry.
Application forms available from the Headteacher, please enclose (SAE). Tel. Slough 30854.
Closing date: 24th December.
An Equal Opportunity Employer. (26525) 134218

Scale 2 Posts and above

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
GUMLEY HOUSE CONVENT SCHOOL FOR GIRLS
St. John's Road, Isleworth, Middx.
Tel: 01-568 8692
Group XI (Roll approx. 1100)
Comprehensive
London Allowance
Required April 1985
Teacher of Physical Education
Scale 2. Well established department with excellent facilities.
Applications in writing with full curriculum vitae and names of two referees to the Headmistress as soon as possible. (26488) 134220

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
HAYES COURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent BR2 8BQ
Required for 1st January 1985 for the duration of a teacher's maternity leave, one full-time temporary teacher or two part-time temporary teachers of Physical Education, Scale 1.
Application forms are available from the Headmistress of the school (please send s.a.e. (F'olio)) to whom completed forms should be returned by 14th December 1984. (35876) 134018

DERBYSHIRE
See Derbyshire Display advert post reference DS/6177 page 38. (26601) 134222

ESSEX
BECKETTONIAN SCHOOL
Conrad Road, Witham
Tel: 0376 5756
(Roll 800)
BOYS P.E. TEACHER. Scale 1
Temporary one term post commencing January 1985.
Closing date: 21st December, 1984.
Further details and application form from the Headteacher or the school (foolscap s.a.e. please).

ST. JOHN PAYNE R.C. COMPREHENSIVE SCHOOL
Pushing Hall Lane
Chelmsford CM1 2RU
Tel: (0245) 354000
(Roll 1000)
GIRLS' ASSISTANT TEACHER OF BOY'S P.E.
Scale 1
Required for January 1985.
Applications by letter with full curriculum vitae and references to the Headteacher at the school (foolscap s.a.e. please). (35177) 134022

HAMPSHIRE
NORTHINGTON
COMPREHENSIVE SCHOOL
North Road, Dibden Purlieu, Nr. Southampton
N.O.R. 750 Approx.
SCALE 1
Temporary teacher of Boys' Physical Education to assist appointee with skills across 11-16 age range.
Required 1st January, 1985
N.C.T. (1) to Bradford for details (38785) 134018

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Chatsworth Gardens, Stanmore
Tel: 952 1570
PHYSICAL EDUCATION (GIRLS) Scale 1
Required for January or as soon as possible thereafter by this 7FE 11 - 16 co-educational comprehensive high school (1,150 - 1,160), to whom completed forms should be returned by 14th December 1984. (35876) 134018

KENT
BROMLEY
PHYSICAL EDUCATION Scale 1 required in January (date negotiable) for boys and girls schools. (38753) 134018

DERBYSHIRE
See Derbyshire Display advert post reference DS/6177 page 38. (26601) 134222

ESSEX
BECKETTONIAN SCHOOL
Conrad Road, Witham
Tel: 0376 5756
(Roll 800)
BOYS P.E. TEACHER. Scale 1
Temporary one term post commencing January 1985.
Closing date: 21st December, 1984.
Further details and application form from the Headteacher or the school (foolscap s.a.e. please).

ST. JOHN PAYNE R.C. COMPREHENSIVE SCHOOL
Pushing Hall Lane
Chelmsford CM1 2RU
Tel: (0245) 354000
(Roll 1000)
GIRLS' ASSISTANT TEACHER OF BOY'S P.E.
Scale 1
Required for January 1985.
Applications by letter with full curriculum vitae and references to the Headteacher at the school (foolscap s.a.e. please). (35177) 134022

HAMPSHIRE
NORTHINGTON
COMPREHENSIVE SCHOOL
North Road, Dibden Purlieu, Nr. Southampton
N.O.R. 750 Approx.
SCALE 1
Temporary teacher of Boys' Physical Education to assist appointee with skills across 11-16 age range.
Required 1st January, 1985
N.C.T. (1) to Bradford for details (38785) 134018

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Chatsworth Gardens, Stanmore
Tel: 952 1570
PHYSICAL EDUCATION (GIRLS) Scale 1
Required for January or as soon as possible thereafter by this 7FE 11 - 16 co-educational comprehensive high school (1,150 - 1,160), to whom completed forms should be returned by 14th December 1984. (35876) 134018

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
AYLESHAM SECONDARY SCHOOL
Ackholt Road, Aylesham, Nr Canterbury
TEACHER IN CHARGE OF GIRLS' P.E. - Scale 1
Required April 1985 to take responsibility for this subject throughout the school. Candidate should also be willing to undertake a reasonable amount of general subjects teaching in the primary section.
Applications by letter with curriculum vitae and the names and addresses of two referees to the Headteacher as soon as possible. Further details will be forwarded on receipt of S.A.E. (foolscap size please). (27640) 134222

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OLNEY HIGH SCHOOL
Cornwell Lane, Bletchley, Milton Keynes MK3 7HU
Mixed comprehensive - approximately 1100 on roll)
Required April 1985 or as soon as possible, a teacher in charge of Girls' Physical Education, Scale 2.
This vacancy is due to promotion of the previous post holder.
The P.E. department has very good facilities and programmes a wide range of activities.
Assistance with removal expenses and trented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, R.J. Corbishley, giving full curriculum vitae and the names and addresses of two referees. (34662) 134220

DEVON
Please see displayed advertisement post ref. 46/ Closing date 24th December 1984 134220

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
STUART BATHURST RC HIGH SCHOOL
(11 - 18 Comprehensive)
Required for January 1985 Scale 1.
Enclose full application (foolscap s.a.e.) with curriculum vitae and names of two referees to the Headteacher, Stuart Bathurst RC High School, Queen Victoria Road, Smethwick, West Midlands B67 6LQ. (35877) 134222

SOMERSET
CHILTON TRINITY SCHOOL
Bridgwater
(11 - 16 Mixed Comprehensive - 885)
Required for January 1985 a Physical Education Specialist to teach Boys' P.E. throughout the school with the ability to offer some Mathematics. Scale 1.
Temporary appointment for two terms in the first instance.
Apply by letter, giving details of qualifications and experience, to the Head at the school. Closing date 14th December 1984. (35724) 134222

WILTSHIRE
SHELDON SCHOOL
Chippenham SN14 6HJ
Tel: (01249) 651916
Mixed 11 - 18 comprehensive. N.O.R. 1165
Required for January, full time teacher (scale 1) of MATHEMATICS/PHYSICAL EDUCATION, temporarily until August 1985. The person appointed will also be required to act as a tutor to a mixed year group within a year system.
Letters of application immediately to the Head, together with full curriculum vitae and the names and addresses of two referees (26427) 134222

Religious Education

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ST CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent
Tel: Crayford (0322) 56353
Roll 700 - Sixth Form 100
Co-Ed from Sept. 1985
Required for temporary post, January to 31st August 1985, a graduate to teach Religious Education and History in this Voluntary Controlled Roman Catholic Comprehensive School for Girls.
Requests for application forms, quoting ref. no. 1/85, curriculum vitae and names and addresses of two referees, should be sent to the Headmistress. (26424) 134222

DERBYSHIRE
See Derbyshire Display advert post reference DS/6177 page 38. (35880) 134222

ESSEX
ST. JOHN PAYNE R.C. COMPREHENSIVE SCHOOL
Pushing Hall Lane
Chelmsford CM1 2RU
Tel: (0245) 354000
(Roll 1000)
TEMPORARY TEACHER OF RELIGIOUS EDUCATION.
Scale 1
Required for January 1985 for 1 or 2 terms.
Applications by letter with a curriculum vitae and names of two referees to the Headteacher at the school (foolscap s.a.e. please). (35877) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
AYLESHAM SECONDARY SCHOOL
Ackholt Road, Aylesham, Nr Canterbury
TEACHER IN CHARGE OF RELIGIOUS EDUCATION - Scale 1
Required April 1985 to take responsibility for this subject throughout the school. Candidate should also be willing to undertake a reasonable amount of general subjects teaching in the primary section.
Applications by letter with curriculum vitae and the names and addresses of two referees to the Headteacher as soon as possible. Further details will be forwarded on receipt of S.A.E. (foolscap size please). (27640) 134222

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford IG5 0QW
Tel: 01-551 4414
Head: P.E.A. Birchinall B.A.
Required as soon as possible a temporary full-time teacher of Girls' P.E. to cover a vacancy caused by maternity leave in this 11 - 18 mixed comprehensive school.
The post is a Scale 1 plus Outer London Allowance.
Please apply immediately to the Head, giving full details and addresses of 2 referees. (26519) 134222

Science

Heads of Department

HAMPSHIRE
PARK HOUSE SCHOOL
Gamer Lane, Aldershot, Gosport, Hants. PO12 2QP
Girls' 11 - 18 Comprehensive - 1460 on roll)
Required 15th April 1985, HEAD OF SCIENCE - Scale 4. Duties will include Chemistry.
Applications in writing with full curriculum vitae and names/addresses of two educational referees (s.a.e. please) to Headmaster.
Closing date 9th January 1985. (26323) 134218

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OLNEY HIGH SCHOOL
Cornwell Lane, Bletchley, Milton Keynes MK3 7HU
Mixed comprehensive - approximately 1100 on roll)
Required April 1985 or as soon as possible, a teacher in charge of Girls' Physical Education, Scale 2.
This vacancy is due to promotion of the previous post holder.
The P.E. department has very good facilities and programmes a wide range of activities.
Assistance with removal expenses and trented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, R.J. Corbishley, M.A., giving full curriculum vitae and the names and addresses of two referees. (34662) 134220

DEVON
Please see displayed advertisement post ref. 46/ Closing date 24th December 1984 134220

OXFORDSHIRE
COUNTY COUNCIL
PEERS SCHOOL
Sandy Lane West, Littlemore, Oxford OX4 5JY
Mixed Upper School of 950 Pupils with 130 in the Sixth Form
A teacher is required for Easter or September 1985 to take responsibility for Physics within the Science and Technology curriculum area (Scale 2 or 3 depending on experience). Applicants should be prepared to teach Control Technology and 'A' level Nuffield Physics. The school is involved in adapting a similar programme in the Science and Technology area and is equipped for new developments in the teaching of electronics.
Application by letter enclosing curriculum vitae and the names and addresses of 2 referees direct to the Acting Head Teacher at the school as soon as possible. (30532) 134822
Outer London Allowance Payable. (35645) 134822

ESSEX
THE COUNTY HIGH SCHOOL
Walton Road, Clacton-on-Sea
Tel: (0255) 424266
(Roll 1478)
CHEMISTRY, Scale 2
Required for April 1985, to be second in the department, school is throughout the established 'O' level and CSE courses.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (38756) 134820

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Head Teacher: R.N. Smithson
No. on Roll: 1406
Required for the beginning of the Summer Term, 1985, an experienced teacher to be HEAD OF NEWTON HOUSE (Scale 3). This is a key appointment as one of the team of Heads of Houses responsible for pastoral care in the school. Candidates should be able to teach throughout the main school (11 - 16). Experience of and genuine interest in pastoral care and ability to offer Biology/Science as a teaching subject will be an advantage.
Application forms and further details obtainable from the Head Teacher at the school. Completed forms should be returned no later than 17th December, 1984 (f.s.s.e. please).
"Full and fair consideration will be given to all disabled applicants."
(35187) 134018

WILTSHIRE
SHELDON SCHOOL
Chippenham SN14 6HJ
Tel: (01249) 651916
Mixed 11 - 18 comprehensive. N.O.R. 1165
Required for January, full time teacher (scale 1) of MATHEMATICS/PHYSICAL EDUCATION, temporarily until August 1985. The person appointed will also be required to act as a tutor to a mixed year group within a year system.
Letters of application immediately to the Head, together with full curriculum vitae and the names and addresses of two referees (26427) 134222

NORTH YORKSHIRE
COUNTY COUNCIL
JOSEPH RUTHERFORD SCHOOL
Harrogate Road, New Earswick, York YO3 9BZ
11 - 16 mixed comprehensive situated on a pleasant campus near York.
Scale 1 Teacher of PHYSICS required from Easter 1985 (or earlier if available) for suitably experienced graduate to teach PHYSICS across the ability range, including 'A' level and Electronics to 'O' level.
This is an important post offering full involvement in a very strong Science Department.
Send sae for application form and further details to the Headmaster, Mr. C. Mills, at the school, to whom completed forms should be returned within two weeks of the appearance of this advertisement. (26721) 134822

OXFORDSHIRE
COUNTY COUNCIL
PEERS SCHOOL
Sandy Lane West, Littlemore, Oxford OX4 5JY
Mixed Upper School of 950 Pupils with 130 in the Sixth Form
A teacher is required for Easter or September 1985 to take responsibility for Physics within the Science and Technology curriculum area (Scale 2 or 3 depending on experience). Applicants should be prepared to teach Control Technology and 'A' level Nuffield Physics. The school is involved in adapting a similar programme in the Science and Technology area and is equipped for new developments in the teaching of electronics.
Application by letter enclosing curriculum vitae and the names and addresses of 2 referees direct to the Acting Head Teacher at the school as soon as possible. (30532) 134822
Outer London Allowance Payable. (35645) 134822

STANBOROUGH SCHOOL
Peterborough Road, Parcet, Peterborough PE7 3DW
Tel: Peterborough 64071
(11 - 18 Co-educational)
Acting Head Teacher: Mr L.E. Gill
GROUP 11
REQUIRED FOR JANUARY 1985 - Biology Teacher (Scale 1) vacancy due to recent promotion.
Initially appointment will be for 9 terms only and will involve teaching throughout the school. Timetable adjustments can be made to suit individual qualifications and experience.
Application by letter enclosing curriculum vitae and the names and addresses of 2 referees direct to the Acting Head Teacher at the school as soon as possible. (30532) 134822

STANOROUND SCHOOL
Peterborough Road, Parcet, Peterborough PE7 3DW
Tel: Peterborough 64071
(11 - 18 Co-educational)
Acting Head Teacher: Mr L.E. Gill
GROUP 11
REQUIRED FOR JANUARY 1985 - Biology Teacher (Scale 1) vacancy due to recent promotion.
Initially appointment will be for 9 terms only and will involve teaching throughout the school. Timetable adjustments can be made to suit individual qualifications and experience.
Application by letter enclosing curriculum vitae and the names and addresses of 2 referees direct to the Acting Head Teacher at the school as soon as possible. (30532) 134822

Required for January 1985 or as soon as possible thereafter, a teacher of Chemistry and/or Physics to teach throughout the age and ability range in this split site, voluntary aided, 11 - 18 comprehensive school.

An interest in Computers would be an advantage. Scale 2 post could be available to a suitably experienced and qualified candidate.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing Date: 14 December 1984.

Outer London Allowance Payable. (35645) 134822

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BELLE VUE GIRLS' SCHOOL
11 - 18 Upper School, 670 on roll, 140 in Sixth Form
Required for January 1985, to teach Science throughout the school.
Temporary post due to maternity leave.
'O' level Biology and General Science for the less able and some 'A' level Biology available for suitably qualified and experienced person.
Further details and application forms may be obtained from the Headteacher, Belle Vue Girls' School, Thorn Lane, Bingley Road, Bradford 9 (sae please) to whom completed forms should be returned by 19 December 1984.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated.
Reference ET1034B4/TES. (35657) 134822

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE CLARE HALL SCHOOL
Oxford Road, Halifax HX1 2QU
Required from February to August 1985 temporary teacher of BIOLOGY/GENERAL SCIENCE (Scale 1) to teach Biology to 14 - 16 level and General Science in the lower school.
Letters of application to the Headteacher by 17th December, 1984 giving full details of qualifications and experience and names and addresses of two referees. (30953) 134822

CAMBRIDGESHIRE
QUEEN'S BOYS' SCHOOL
Corporation Road, Wisbech, Cambs. PE13 2SE
(11 - 16 Boys' Comprehensive)
Headteacher: J.H. Piercy, B.Sc.
GROUP 10
REQUIRED FOR JANUARY 1985 FOR 2 TERMS ONLY:
Physical Science (Scale 1).
A qualified Science teacher required to teach Combined Science in the lower school, and Physics or Chemistry to 'O' level.
Further details from the Headmaster.
Letters of application enclosing curriculum vitae and the names and addresses of 2 referees should be forwarded to the Headmaster, from whom further details are available. (Please enclose SAE). (35192) 134822

HERTFORDSHIRE
THE BARNWELL SCHOOL
Barnwell, Stevenage, Herts. SG2 8RH
Headmaster: Mr M.L. Griffin, M.A.
11 - 18 Mixed Comprehensive (Non Selective)
SCALE 1 POST
Required for January 1985 one two terms, well-qualified teacher of Physical Science to work in a large and developing Science Department. Ability to teach 'O' Level & CSE Courses based on the Nuffield 13 - 16 materials & Physics to 4 & 5th forms essential. Opportunity also to teach TVEI course in Electronics & Electronic instrumentation.
Letters of application together with a curriculum vitae and the names & addresses of two referees should be forwarded to the Headmaster, from whom further details are available. (Please enclose SAE). (35192) 134822

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BISHOP RAMSEY CE SCHOOL
Warrender Way, Ruislip, Middlesex HA4 8EE
(Number on roll: 1081 165 in sixth form)
Headteacher: J.L. Cole, B.A.
Required for January 1985 or as soon as possible thereafter, a teacher of Chemistry and/or Physics to teach throughout the age and ability range in this split site, voluntary aided, 11 - 18 comprehensive school.
An interest in Computers would be an advantage. Scale 2 post could be available to a suitably experienced and qualified candidate.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing Date: 14 December 1984.
Outer London Allowance Payable. (35645) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent DA11 9AU
Roll: 982
Temporary Science Teacher, Scale 2, required for 2 terms from 1st April 1985, to teach Science throughout the school, to offer Real Science as an advantage.
Apply by letter to the Headmaster with full C.V. giving the names and addresses of two referees.
Closing date 20th December, 1984. (27642) 134822

KNOWSLEY
Readvertisement, previous applicants need not reapply

BOWLING COMPREHENSIVE
Western Avenue, Huyton, Merseyside L36 4SP
(1,332 boys and girls, and 11 - 16 years)
Required for May 1985 or sooner if possible, SCALE 1 Teacher of Physics.
Letters of application containing full Curriculum Vitae and the names of two referees should be sent to the Headteacher at the school by 21 December 1984. (26330) 134822

LONDON
OUR LADY'S CONVENT HIGH SCHOOL
6 - 16 Amhurst Park, London N16 5NP
Required January 1985 Assistant Teacher of Physics and Mathematics to 'O' level and general science in the Junior School. Possibility of some 'A' level work in Physics next year. Well equipped laboratories.
Applications in writing to the Headmistress, quoting two referees. Applicants if not R.C.s welcome if willing to support the ethnics of the school. (38760) 134822

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
Grammar School Lane, Northallerton DL7 8DD
(Co-educational, 14 - 18 Comprehensive, 1,000 pupils)
Required from January 1985, teachers in the following two-term temporary Scale 1 posts:
1. CHEMISTRY (CSE, 'O' and 'A' level).
2. INTEGRATED SCIENCE AND RURAL SCIENCE (CSE and 'O' level).
Letters of application (no formal should be sent to the Headmaster at the school as soon as possible. (35845) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet, Kent DA11 9AU
Roll: 982
Temporary Science Teacher, Scale 2, required for 2 terms from 1st April 1985, to teach Science throughout the school, to offer Real Science as an advantage.
Apply by letter to the Headmaster with full C.V. giving the names and addresses of two referees.
Closing date 20th December, 1984. (27642) 134822

KNOWSLEY
Readvertisement, previous applicants need not reapply

BOWLING COMPREHENSIVE
Western Avenue, Huyton, Merseyside L36 4SP
(1,332 boys and girls, and 11 - 16 years)
Required for May 1985 or sooner if possible, SCALE 1 Teacher of Physics.
Letters of application containing full Curriculum Vitae and the names of two referees should be sent to the Headteacher at the school by 21 December 1984. (26330) 134822

LONDON
OUR LADY'S CONVENT HIGH SCHOOL
6 - 16 Amhurst Park, London N16 5NP
Required January 1985 Assistant Teacher of Physics and Mathematics to 'O' level and general science in the Junior School. Possibility of some 'A' level work in Physics next year. Well equipped laboratories.
Applications in writing to the Headmistress, quoting two referees. Applicants if not R.C.s welcome if willing to support the ethnics of the school. (38760) 134822

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
Grammar School Lane, Northallerton DL7 8DD
(Co-educational, 14 - 18 Comprehensive, 1,000 pupils)
Required from January 1985, teachers in the following two-term temporary Scale 1 posts:
1. CHEMISTRY (CSE, 'O' and 'A' level).
2. INTEGRATED SCIENCE AND RURAL SCIENCE (CSE and 'O' level).
Letters of application (no formal should be sent to the Headmaster at the school as soon as possible. (35845) 134822

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date for receipt of application is 21st December 1984.
Application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.
Leeds is an equal opportunity employer.

HIGH/SECONDARY SCHOOLS
TEMPORARY POSTS
SCALE 1

N.W.1342 CITY OF LEEDS SCHOOL
(No on roll: 800 (11-18 years))
41 Woodhouse Lane, LS2 8BP
Telephone: 454821
Head Teacher: Mr P. J. Scott, M.A., B.Sc., F.R.S.C.
Required for January, temporary for one term, teacher of Science throughout school to 5th form level. Possibility of specialist teaching in one Science subject for suitably qualified candidate.

E.1349 CORPUS CHRISTI RC HIGH SCHOOL
(No on roll: 696 (11-18 years))
Neville Road, LS9 0HA
Telephone: 482566
Head Teacher: Mr F. Lawless
Required for January, temporary due to maternity, teacher of Spanish to all levels including 'A' level. Details from Head Teacher.
Closing date 17th December.

PART-TIME POST

N.W.1345 BENTON PARK SCHOOL
(No on roll: 1185 (11-18 years))
Harrogate Road, Rawdon, LS19 6LX
Telephone: 502330
Head Teacher: Mr J. R. G. Smith, B.A., Dip.Ed., D.E.M.
Required as soon as possible, temporary for 2 terms, part-time (0.5) teacher of Business Studies, Typing and Shorthand (to RSA 2) in Sixth Form. Typing and Office Practice in years 4 and 5. Details from Head Teacher.
Closing date 17th December.

COVENTRY CITY COUNCIL

Assistant Teachers
required January 1985 at:–

1. BLUE COAT CE MIXED COMPREHENSIVE SCHOOL, Terry Road, CV1 2BA. Tel: 0203 23542. (1013 on roll)
GEOGRAPHY Scale 1 to teach subject to full range up to 'O' level. Opportunity for contribution to school Careers Programme. Temporary 2 term appointment.

2. CARDINAL NEWMAN RC SCHOOL AND COMMUNITY COLLEGE, Sandpits Lane, CV6 2FR. Tel: 0203 332382. (1077 on roll)
a. MODERN LANGUAGES, French and/or Spanish throughout the school. Scale 2 available for suitably qualified and experienced teacher. Temporary appointment for 2 terms.
b. HOME ECONOMICS Scale 1. Temporary 2 term appointment.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Clerk to the Governors c/o the school within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies. (6127)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered by their ability for the post regardless of disability, sex, race and marital status.

an equal opportunity employer

Required for January

Temporary Secondary Teachers

Applications are invited from qualified teachers wishing to teach in this Authority's High (11-14) and Senior High Schools (14-19) or 1 or 2 terms. Please state main teaching subjects. Scale 1 salary plus London Allowance payable.
Tel: 01-527 5544. Ext 5010 for application form, or write to Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.
Ref: P/97 (6129)

Waltham Forest

Scale 1 Posts

CROYDON
LONDON BOROUGH OF CROYDON
ADDINGTON HIGH (M)
Fairchildes Avenue, New Addington, Croydon CR9 0AA
Tel: Lodge Hill (66) 43387
Timable: 1 January 1985
Required in this 11 - 16 mixed comprehensive High School for a teacher of Physics. Ability to offer Electronics an advantage.
Scale 2 post is available for a suitably qualified and experienced candidate.
Apply to the Head teacher giving c.v. and two Referees.
SALARY - Burnham Scale 3 or 2. With London Area Allowance. (26473) 134822

HAVERING
LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3NS
Tel: Hornchurch 52332
Head: Mrs. M. Hall
Headteacher: Dr. J.F. Newsham, B.Sc.
Required for January 1985, a Teacher Scale 1, for Physics.
Letters of application giving full curriculum vitae and quoting two referees should be sent to the Headmaster. (35852) 134822

HERTFORDSHIRE
THE BARNWELL SCHOOL
Barnwell, Stevenage, Herts. SG2 8RH
Headmaster: Mr M.L. Griffin, M.A.
11 - 18 Mixed Comprehensive (Non Selective)
SCALE 1 POST
Required for January 1985 one two terms, well-qualified teacher of Physical Science to work in a large and developing Science Department. Ability to teach 'O' Level & CSE Courses based on the Nuffield 13 - 16 materials & Physics to 4 & 5th forms essential. Opportunity also to teach TVEI course in Electronics & Electronic instrumentation.
Letters of application together with

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

SCALE POSTS SECONDARY

ST BONIFACE'S COLLEGE
Tavistock Road, Crownhill, Plymouth, PL5 3AG. (Roll 775)

Scale 3 – Head of Chemistry
Required September 1985 at this Roman Catholic voluntary aided comprehensive school for boys. Ability to help with teachers of Religious Education and Games desirable. Sixth form experience essential. Closing date 20 December 1984.

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SCALE POSTS PRIMARY

MEMBURY PRIMARY SCHOOL
Membury, Nr Axminster, EX13 7AF. (Roll 24)

Scale 1 – Infants
Required April 1986. Should be willing to take junior class regularly. Please state curriculum interests. Closing date 21 December 1984.

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SCALE POSTS SPECIAL

HILLSIDE SCHOOL
Bodmin Road, Whitleigh, Plymouth, PL5 4DZ. (Roll 177)

Scale 1(a)
Required April 1985 at this secondary special school for pupils with moderate learning difficulties a teacher to work principally as part of an established teaching team with children aged 12–14 years in the lower school. The successful candidate would be expected to have experience if possible in Primary Education. Additional qualifications in special education are desirable but not essential. Closing date 19 December 1984. (0703)

DEVON

WEST GLAMORGAN County Council

TEMPORARY TEACHING VACANCIES

Applications are invited from suitably qualified persons for the following posts, to commence at the start of the Spring Term, 1985.

SWANSEA DISTRICT APPOINTMENTS
(District Education Officer, Swansea District Education Office, County Hall, Oystermouth Road, Swansea, SA1 3SN).

OLCHFA COMPREHENSIVE SCHOOL, Gower Road, Sketty, Swansea, SA2 7AB. (Mixed) (1926 on roll) (Age Range 11-18).

TWO qualified teachers of **ENGLISH** (temporary posts for Spring and Summer Terms, 1985) to teach the subject up to and including 'A' level (Scale 1). (Posts Ref 1.63.84).

Application forms are available from the District Education Office upon receipt of a stamped addressed foolscap envelope.

The CLOSING DATE for receipt of completed applications is THURSDAY, 20th DECEMBER, 1984. (0704)

METROPOLITAN BOROUGH OF **Rochdale** Education Department

An Equal Opportunity Employer

LITTLEBOROUGH HIGH (11-16)
Calderbrook Road, Littleborough Tel: Littleborough 76888

TEMPORARY ENGLISH SCALE 1.

Full-time to cover a period of extended absence due to illness. An ability to teach across the full ability range and age range is essential.

QUEEN ELIZABETH HIGH (14-18)
Boardman Fold Road, Middleton, Manchester Tel: 061-643 2643

GERMAN SCALE 2.

Ability to teach across the ability range, German Studies to 'A' level.

OULDER HILL UPPER (13-18)
Hudsons Walk, Rochdale Tel: Rochdale 58222.

SCALE 1 BIOLOGY.

In addition the candidate must be willing to offer one other Science discipline.

Applications for all posts by letter to the Headmaster at the school concerned as soon as possible. (0159)

SECONDARY SCIENCE
continued

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
JOSEPH EASTHAM HIGH SCHOOL
Hilton Lane, Worsley, Manchester M28 5HY
(11 - 16 mixed comprehensive 808 on roll)
Required for January 1985:
TEACHER OF BIOLOGY AND/OR GENERAL SCIENCE (Scale 1).
To teach in a well established and forward-looking Science Department. Interest in micro-electronics, though not essential, would be an advantage. Applications for a temporary appointment may be considered.
Please forward a S.A.E. for an application form and details of the School, completed forms should be returned within 10 days of the date of this advertisement. (26507) 134822

SCIENCE TEACHERS required by YRO for work overseas. Sup. at i/r/YRO-MEAS section. (26547) 134832

SHROPSHIRE
EDUCATION COMMITTEE

BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth, Shropshire WV16 4ER

1000 on roll; 120 sixth form

Required for January 1st or as soon as possible thereafter a Temporary Scale 1 teacher of Science to teach integrated science across the ability range from 1st to 4th years.

Apply by letter direct to the Head giving C.V. and two referees. For further information Tel: Bridgnorth 2103. (26540) 134822

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
FARRINGDON SCHOOL
Allendale Road, Sunderland SR3 3EL
(Group 11)
Required for January, 1985:
TEACHER OF SCIENCE (Scale 1) with some upper school Physics.
Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to her by 21st December, 1984. (30517) 134822

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
OUTWOOD GRANGE SCHOOL
(11 - 18) Mixed comprehensive N.O.R. 1895
Required from 1st January, 1985 FOR TWO TERMS a Temporary Teacher of General Science, Scale 1, to assist with the teaching of General Science in years 1 - 3. The school has a large well equipped Science Department. The General Science Course is based on to all aspects of science in the first 3 years with the possibility of teaching of a specialist science subject area to upper 3rd year pupils.
Application forms available, (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 6 Bond Street, Wakefield, to be returned within 10 days of the date of this advertisement. (35185) 134822

WIGAN
METROPOLITAN BOROUGH OF WIGAN
HOWLEY PARK HIGH SCHOOL
Park Road, Hindley, Wigan WN2 3RY
Tel: Wigan 55205
(11 - 16) mixed comprehensive
Required for January, 1985 as soon as possible, 2SM-FORMER BIOLOGY Scale 1 for Two terms.
Please apply immediately by letter to the Head of the Science Dept. Ref: A 49. (35847) 134822

Scale 1 Posts

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
CASTLEFORD AIREDALE HIGH SCHOOL
(12 - 18) Mixed comprehensive N.O.R. 1314
Required from January 1985 FOR TWO TERMS ONLY a Teacher of Sociology and/or Business Studies with work available up to 'A' level, also work with Social Education in a compulsory course. Help with Boys Games/Athletics also required.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 6 Bond Street, Wakefield, to be returned within 10 days of the date of this advertisement. (35184) 135022

Speech and Drama

Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
LISTER COMMUNITY SCHOOL
St. Mary's Road, London E13 9AE
Head Teacher: Mr. P.J. Thomas
Number on roll: 1050
HEAD OF DRAMA DEPARTMENT
Scale 2/3
Required: APRIL 1985.
An experienced and qualified teacher to be Head of Drama at this multicultural school. A commitment to community education is essential; and an interest in Media Studies advantageous. Scale 3 may be available for suitably experienced teacher.
LONDON ALLOWANCE £1,038 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 18th December 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD. (26465) 135218

Scale 1 Posts

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
JOSEPH EASTHAM HIGH SCHOOL
Hilton Lane, Worsley, Manchester M28 5HY
(11 - 16) mixed comprehensive School - 808 on roll)
Required from 25th February to the end of the Summer Term.
A temporary teacher of Drama and English (Scale 1). To teach across the age and ability range in a well established department.
Please forward a S.A.E. for an application form and details of the School, completed forms should be returned to the School within 14 days of the appearance of this advertisement. (35508) 135228

Social Studies

Scale 2 Posts and above

NEWHAM
LONDON BOROUGH OF NEWHAM
EASTLEA SCHOOL
Hilda Road, London E16 4NF
Head Teacher: Mr. C.O. Holmes
Number on roll: 840
TEACHER RESPONSIBLE FOR SOCIAL EDUCATION SCALE 2.
Required: APRIL 1985
To be responsible for the co-ordination of Social Education, Religious Education and Careers Education and in preparing the Social Education Syllabus for Years 4, 5, 6. To liaise with the Integrated Studies Department concerning the Social Education contribution to the first year Integrated Studies Course.
LONDON ALLOWANCE £1038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 18th December 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD. (26465) 135218

Technology

Scale 2 Posts and above

BUCKINGHAMSHIRE
LORD GREY SCHOOL
Rickley Lane, Bletchley, Milton Keynes MK3 6EW
Required from April 1985 a creative and enthusiastic teacher capable of developing teaching skills across the curriculum for the whole ability range - and through to examination level. It is important that applicants are familiar with recent national initiatives in this area of the curriculum and have considerable relevant teaching experience. Applicants having a Craft, Design and Technology background would be an advantage.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, A. Stephenson, B.Sc., on receipt of a foolscap envelope addressed

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Other than by Subject Classification

Heads of Department

LONDON N16
THE SKINNERS' COMPANY'S SCHOOL FOR GIRLS
117 Stamford Hill, London N16 6XS
Tel: 01-800 7411
(An LEA non-denominational Voluntary Aided Comprehensive)
REQUIRED FOR EASTER 1985 a Head of Sixth Form. Scale 4, to be responsible for the "Skinners'" hall (104 pupils) of a total Sixth Form (200 plus) with Remention House 88 school. Ability to work as part of a team of three senior staff, one of whom is the Deputy Head, and experience of a successful sixth form organisation are essential. The Sixth Form offers a wide range of courses "A" levels, RSA, BTEC, etc. some of which are linked in local FE Colleges. The teacher appointed will be responsible for the pastoral and academic welfare of the pupils, and for discipline; and will be involved in considerable curriculum development. Further details are available from the school. Visits are welcome by appointment.
Apply apply by letter to the Headteacher, enclosing a curriculum vitae, a copy of a recent testimonial and the names of two referees. (26308) 135018

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
ELDON ROAD UNIT
Eldon Road, Edmonton, London N9 8AZ
Tel: 01-807 6633
SCALE 1/2 TEACHER
Can you, dare, wish to help in a team of Teachers working with up to 12 disaffected pupils aged mainly 14 to 16 in an off-site unit?
Appointment can be at Scale 1, or for a teacher with a Special qualification, ability or experience of work with similar young people, at Scale 2.
If you wish to apply you are strongly recommended to visit the Unit by prior telephone arrangement.
Application forms and details (large SAE) obtainable from, and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date as soon as possible. (26211) 135602

BOLTON
METROPOLITAN COUNCIL
THORNLEIGH SALESIAN COLLEGE
Bolton Park, Bolton BL1 6PQ
(11 - 18)
ENGLISH/HISTORY SCALE 1
Temporary teacher required from 1.1.85. during maternity leave of a permanent member of staff. Candidates will be required to teach 1st and 2nd year pupils.
Application forms obtainable from Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 17.12.84.

HARPUR GREEN SCHOOL
Harpur Green Road, Tadworth KT20 5TH
HOME ECONOMICS SCALE 1
Temporary teacher required from 1.1.85 to 14.4.85.
Candidates will be required to teach Needlework and also be able to teach Cookery.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 17.12.84.

GEORGE TOMLINSON SCHOOL
Squirrelfield Road, Kearsley BL4 8HW
(11 - 16)
ENGLISH P.T. SCALE 1
Temporary teacher required from 1.1.85 to 31.8.85.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 17.12.84.

CANON SLADE SCHOOL
Bradshaw Brow, Bolton BL1 5HP
(11 - 18)
PHYSICS SCALE 1
Temporary teacher required from 1.1.85 to 31.8.85.

WITHINS SCHOOL
Newby Road, Bolton BL2 5JB
(11 - 16)
ENGLISH SCALE 1
Temporary teacher required from 15.4.85 to 31.8.85.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 21.12.84. (35563)

ENFIELD
LONDON BOROUGH OF ENFIELD
EDMONTON ROAD UNIT
Edmonton Road, Edmonton, London N9 8AZ
SCALE 1/2 TEACHER
For further information please refer to Secondary, (Other Than By Subject), Scale 2 posts. (26211) 135602

KNOWSLEY
SCALE 1 Experienced Secondary Trained Teacher who will be considered for the management scale. Two Part time teachers are required as soon as possible.
For application forms send s.a.e. to The Borough Education Office, Education Offices, Huyton By-Pass, Huyton, Merseyside L36 5YH to whom completed forms should be returned by 14 December 1984 (26435) 135522

Sixth Form and Tertiary Colleges

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
BARROW-IN-FURNESS SIXTH FORM COLLEGE
Rating Lane, Barrow-in-Furness LA13 9LD
(Mixed 16 - 19 years 448 on roll)
Required for January 1985 (Temporary appointment until 31 August 1985) a Teacher of Economics and of Level standard. Scale 1, (A scale 2 post may be available for suitably qualified and experienced applicant).
Applications by letter giving full curriculum vitae and the names and addresses of two referees to the Principal from whom further details may be obtained or details may be obtained from Mrs. Thomas, Portfield School, 14 Nour Road, Christchurch, Dorset BH23 1PS (see phase). (30530) 160012

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

Teacher Co ordinator for micro electronics and special needs.

See under miscellaneous. (27626) 135620

Scale 1 Posts

BARNET
LONDON BARNET
HAVERSCROFT SCHOOL
Barnet Lane, London N20 8AZ
Tel: 01-445 9205
Co-educational Comprehensive, Roll 718, Sixth Form 43
Required JANUARY, 1985, Temporary/Supply Teachers of MATHEMATICS, ENGLISH REMEDIAL and HOME ECONOMICS to cover vacancies caused by maternity leave. Scale 1.
Salary Scale: £5,448 - £8,556 p.a. (to £9,903 for graduates) plus £719 London Addition.
Apply in writing to Head Teacher (with full C.V. and names of two referees).
S.A.E. for Educational Services (35545). (26562)

HARROW
EDUCATION COMMITTEE
LOWLANDS RISE SIXTH FORM COLLEGE
Lowlands Road, Harrow, Middx. HA1 3AQ
Tel: 01-422 2582
Temporary/Supply for January 1985, fully qualified teacher of geography assistant teacher required for three days a week.
A well qualified teacher is sought with broad experience in the teaching of Geography to General Certificate of Education A level standards.
Candidates will be expected to continue the department's full contribution to General Studies programme and the extra-curricular life of the college.
Application forms may be obtained from the College Office and to be returned by 17th December, 1984. Please enclose a stamped addressed envelope. (26514) 160022

HAMPSHIRE

GREENACRES SPECIAL SCHOOL (ESN(S))
Andover Road, Winchester SO22 5AU

READTEACHER required for this Group 4(S) School April, 1985.

Application forms and further details available from The Area Education Officer, Southgate House, St. Swithun St., Winchester or from the Headteacher upon receipt of a foolscap envelope.

Deputy Headships
Second Masters/ Mistresses

CAMBRIDGESHIRE
Huntingdon Area

SPRING COMMON SCHOOL
American Lane, Huntingdon, Cambs. PE18 7YY

Tel: 0480 54396

Required for April DEPUTY HEAD, Group IV(a).

Applications are invited for this key post from teachers with wide experience and additional qualifications in special education (ESN) suitable to 7 years, both moderate and severely learning disabled.

Further details and application forms from the Headmaster to whom they are returnable by 20th December. Colleagues wishing to visit the school are welcome by prior arrangement. (26403) 160012

DERBYSHIRE
See Derbyshire Display advert page reference HW 34,36 Page No. (35893) 160018

DORSET
PORTFIELD SCHOOL
Portfield School
Equally qualified and experienced teacher required for Easter 1985. A similarly qualified and experienced teacher for the Autumn Term 1985. Both must be able to work independently and have all round communicative abilities. The school is a group 3S for maximum 55 pupils.
Further details from the Principal, Mrs. Thomas, Portfield School, 14 Nour Road, Christchurch, Dorset BH23 1PS (see phase). (30530) 160012

Special Education

Headships

ILEA
Inner London Education Authority
ST FRANCIS XAVIER VI FORM COLLEGE
Required from September 1985
1) Vice Principal
2) Head of Mathematics and Computer Studies (Senior Teacher)
3) Senior Faculty Tutor in the Mathematics and Computer Studies Faculty (Scale 4)
For full statement see LEA School Advertisement. (35830) 160012

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RAVENSBURY SCHOOL
Lower Green West, Mitcham, Surrey CR4 3AF
Tel: 01-640 1777
Head Teacher: Mr K.A.L. Wallace, J.P.
Age Range: 5 - 16 years
On Roll 79
Deputy Head required for April 1985, or before for this group 4S E.S.N. (M) School.
CLOSING DATE As soon as possible
Application forms and further particulars of the post available from the Head Teacher at the above address, please enclose a stamped addressed envelope. (30311) 160012

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
FLANSHAW CHILDRENS CENTRE (EDUCATION UNIT)
DEPUTY TEACHER IN CHARGE Group 4 (Deputy Headteacher scale)
Required as soon as possible after 1st January, 1985. The person appointed should have experience and/or qualification in special education. Duties will include oversight of observation and assessment procedures, organisation of the time table, involvement with sports facilities and some class teaching. A commitment to working with difficult/disturbed children is expected.
Application forms (accompanied by a s.a.e.) should be addressed to The Chief Executive, (Personnel Section), Town Hall, Wakefield, to be returned within 14 days of the date of this advertisement. (35850) 160012

Scale 2 Posts and above

BERKSHIRE
TEACHING & SUPPORT SERVICE
(West Berkshire)
Teachers Centre, Pie Tree Lane, Newbury
NEWBRIDGE NURSERY SCHOOL
Montague Street, Caversham, Reading
Required from 14 January (or to cover Maternity Leave) temporary teacher of nursery aged children (Scale 2 plus SSA) working 5 in Newbridge Nursery School and 3 as peripatetic teacher with the TASK Service. This post could be covered by one full-time or two part-time teachers.
Applications to Mrs. P.W. Burke, TASK (West) Teachers Centre, Pie Tree Lane, Newbury, Berks. RG13 2QS Tel. 0635 34055.
No closing date.
An Equal Opportunity Employer. (26428) 160030

EALING
LONDON BOROUGH
EDUCATION SERVICE
LONGFIELD ROAD
CENTRAL CENTRE
9 Longfield Road, Ealing, W5 2UH
Tel: 01-579 2424, Ext. 3357
Required for January 1985, a temporary teacher for two terms, scale 2 plus £1,038 London Allowance.
The successful applicant will join a team offering support to children experiencing behavioural/educational problems in ordinary schools.
Experience of remedial teaching or special education would be an advantage.
A visit to the centre can be arranged with the teacher in charge.
Application form (essential) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 2BU, to be returned by 18th December 1984. (26480) 160030

ENFIELD
LONDON BOROUGH OF ENFIELD
CO-ORDINATOR FOR TUITION SERVICE
Required from January 1985 or as soon as possible thereafter ASSLB - Scale 2 plus SSA
Temporary Remedial teacher required to cover the temporary leave of a permanent member of staff for the Borough's Specialist Remedial Service. Applicants should have experience of children with learning difficulties and a sound knowledge of remedial techniques. The work will be based at various Remedial centres. Salary scale for teachers. Further information may be obtained from Miss. M.M. O'Flynn, Principal Education al Psychologist, Child Guidance Centre, East Road, Edgware - Phone 01-952 1044.
Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall Priern Barnet N11 3DL by 17th December, 1984. (35887) 160022

BARNET
LONDON BOROUGH OF ENFIELD
TEMPORARY REMEDIAL TEACHER required to cover the temporary leave of a permanent member of staff for the Borough's Specialist Remedial Service. Applicants should have experience of children with learning difficulties and a sound knowledge of remedial techniques. The work will be based at various remedial centres. Salary scale for teachers. Further information may be obtained from Miss. M.M. O'Flynn, Principal Education al Psychologist, Child Guidance Centre, East Road, Edgware - Phone 01-952 1044.
Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall Priern Barnet N11 3DL by 17th December, 1984. (35887) 160022

WILTSHIRE
EDUCATION COMMITTEE

THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wiltshire SN4 9DR

Tel: Swindon (0793) 812824

Required for Summer term 1985 at this well established purpose-built mixed 11 - 18 comprehensive school with 1200 on roll.

Well-qualified and experienced Scale 2 TEACHER FOR HEARING IMPAIRED PUPILS. This is a new post requiring an enthusiastic and committed teacher to establish a unit for hearing impaired pupils at The Ridgeway School. The successful candidate will be expected to contribute to all aspects of the school's activities and to help pupils with varying degrees of hearing impairment gain appropriate access to the school's curriculum. Assistance with removal and lodging allowance in approved cases.

Please apply to the Headmaster for an application form and details. Closing date 2 weeks from publication of advertisement. (26151) 160020

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
FOXFIELD SCHOOL
Knutsford Road, Moreton, Wirral L46 8TN
(Special School for Secondary Age Pupils with Severe Learning Difficulties)
REQUIRED FROM 1st JANUARY 1985 or as soon as thereafter ASSLB - SCALE 2 (S) to work with pupils who have severe behavioural problems. The person appointed will be expected to take responsibility for a major area of the Curriculum, to contribute to curriculum development and have a knowledge of behavioural modification techniques.
An interest in outdoor pursuits and/or micro computers would be helpful and an additional qualification in Special Education would be an advantage.
Applicants may telephone the Headteacher to obtain further details before making formal application. Tel: (051) 677 8555. (30515) 160030

Scale 1 Posts

ESSEX
ROYAL EASTERN COUNTIES SCHOOL
GREENWOOD SCHOOL
Due to promotion of incumbent, Scale 1 teacher specialising in music and gen. subs. required by Easter for this residential school for children with social, emotional and behaviour problems. A warm, humorous person is required for this arduous but rewarding post.
Burnham Scale applies with S.S.A. extraneous duties compulsory to max. 15 hrs. per week. (26288) 160022

HERTFORDSHIRE
HCC BOXMOOR HOUSE SCHOOL
Box Lane, Boxmoor, Hemel Hempstead, Herts.
Head: D.E. Allen
REQUIRED for one year from January 1985 at this Day and Boarding School for Secondary boys with behavioural and emotional difficulties, a TEMPORARY TEACHER to cover for a member of staff on secondment. Non-resident.
General subjects, preferably with an interest in Computers.
Scale 1 with outer-fringe and Special Schools Allowance.
No forms - applications with c.v. and names and addresses and telephone numbers of two referees, to Headmaster. Informal visits welcome. Tel: Hemel Hempstead 56815. (26434) 160022

HERTFORDSHIRE
BREAKSPEARE SCHOOL
Gallows Hill Lane, Abbots Langley
Tel: Kings Langley 63648
Required Graduate Teacher for Group of children with severe learning difficulties. Scale 1 plus London fringe allowance £528.
Apply by letter to Headmistress including curriculum vitae and names and addresses of two referees. (26524) 160022

ESSEX
LANCASTER SCHOOL SLD
Pittswell Chase, Westcliff-on-Sea SS0 0RZ
Tel: 0702 342363
(Roll 90 plus)
TEACHER Scale 1 plus SSA
Required as soon as possible for a class of 16 - 19 year olds in further education unit, must be able to work as part of a team.
Please apply to the Headteacher for further details (foolscap s.a.e. please).

WOODLANDS SCHOOL
Woodlands Park, Chelmsford CM1 4BX
Tel: (0245) 355834
(Roll 108)
ASSISTANT TEACHER Scale 1.
Required February 1985, for newly created class of senior children (15 - 19 years) with severe learning difficulties.
Experience with children with severe learning difficulties, (Visitors to school welcome).
Further details and application forms available from the Headteacher, Miss L. Edwards. (foolscap s.a.e. please). (26760) 160022

BIRMINGHAM
CITY COUNCIL
An equal opportunities employer

EDUCATION DEPARTMENT

SPECIAL SCHOOLS - SCALE 1 - plus Special Schools Allowance

CHARLES BURNS SCHOOL
Queensbridge Road, Moseley, Birmingham B13 8QS

An experienced teacher is required to deal with the special educational needs of a group of emotionally disturbed, primary aged children. A knowledge of remedial education would be advantageous.

Application form and further details may be obtained from the Head Teacher Tel: 021-449 3353. (35835) 160022

NORFOLK

FRED NICHOLSON SCHOOL
Westfield Road, Dereham

Residential Day School for children with Moderate Learning Difficulties

ASSISTANT TEACHER - Scale 1 plus SSA

Required as soon as possible, preferably trained in Special or Primary Education. An interest in Physical Education. Practical Activities would be an advantage.

Accommodation available if desired. No Extraneous Duties.

Application forms and further particulars on receipt of S.a.e.o. from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned by the 28th December, 1984. (26158) 160029

SUFFOLK
NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ
11 - 16 mixed comprehensive roll 1030
Required April 1985 a teacher to work in a designated Special Class initially with 3rd, 4th or 5th year pupils. Salary Burnham Scale 1 with Special Schools allowance. An enthusiastic and sympathetic teacher with relevant training and/or experience is sought to work in a well equipped and resourced accommodation as part of an experienced and enthusiastic team of specialist teachers.
Application forms and details obtainable from the Head Teacher at the school. s.a.e. please.
Closing date for application 15th December 1984. (35558) 160029

SUSSEX

GREAT SANDERS SCHOOL
Sedlescombe, Battle,

Assistant Teacher required at this Residential Special School for 47 boys between the ages of 10 and 16 years. General Subjects but ability to offer a specialist subject an advantage. Only qualified resilient, healthy, imaginative, energetic and those with initiative need apply.

Full C.V. together with the names and addresses of two referees, immediately to the Principals at the above address. No Forms. Please state availability. (35622) 160022

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
WEST HALL DAY SPECIAL SCHOOL
TEACHER Scale 1 plus a Special Schools allowance of £747 p.a. NOW OR EASTER FOR TEACHERS ON PROBATION.
A Scale 1 TEACHER is required to assist with the development of the leavers programme and senior girls P.E. An interest in drama would be welcomed.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 6 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement. (35185) 160022

Required for Summer Term 1985

PRINCIPAL
(Headteacher Group 8) Ref. 2588

Aquinas R.C. Sixth Form College (Aided), Nangreave Road, Heaviley, Stockport SK2 6PH

Applications are invited from suitably qualified teachers with considerable relevant experience, particularly in sixth form education, for the post of Principal of this voluntary aided Sixth Form College. The college which provides a variety of courses for approximately 200 students aged 16-19, opened in September 1980. The vacancy arises from the appointment of the present Principal to the Headship of another school.

Applications forms and further details obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE, quoting reference by 21st December 1984.

Stockport Metropolitan Borough is an Equal Opportunities Employer (5106).

STOCKPORT

Lancashire County Council
AN EQUAL OPPORTUNITY EMPLOYER

SKELMERSDALE TERTIARY COLLEGE, NORTHWAY, SKELMERSDALE

Required 1st May, 1985

VICE PRINCIPAL

Group IV – £16,781 p.a.

Skelmersdale College has recently been re-organised as a Tertiary Institution under F.E. Regulations.

Application forms/further details from/to The District Education Officer, Education Offices, Greetby Buildings, Derby Street, Ormskirk. (SAE please).

Closing date: 20th December, 1984. (0054)

NEWHAM
LONDON BOROUGH OF NEWHAM
REGENT SCHOOL
Prince of Wales Road, London E16 4HN
Head Teacher: R.J. Norman
Number on roll: 55
TEACHER SCALE 2
Required: January 1985/as soon as possible.
An opportunity for a qualified teacher to work with a special class of secondary boys, he or she needs to be experienced in working children with special needs and some emotional problems.
LONDON ALLOWANCE £1,038
Special Schools Allowance.
Application forms is s.a.e. please) available from The Director of Education to whom completed forms should be returned by 18th December, 1984.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (35722) 160022

Independent Schools

Headships

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(HMC, Boarding/day)
Required for September 1985, well-qualified and experienced teacher, for position of VICE-PRINCIPAL.
Applications to the Principal (from whom further details may be obtained) with full curriculum vitae and two referees, by the 21st January 1985. (26352) 180010

HULL
HYMERS COLLEGE
Hull
H.M.C. 630 boys; girls in VIth Form
Required for September 1985.
HEAD of COMPUTING.
Neale Hill.
Applications are invited for this post, the appointment to commence in September 1985. The successful candidate will also be prepared to teach Mathematics. Computing is central and substantial element in the curriculum, and there is a well-equipped specialist teaching room.
Further details are available on request.
Applications, (no forms) with names of two referees, should be addressed to the Headmaster, Hymers College, Hull, HU3 1LW. (35647) 182018

GLOUCESTERSHIRE
BREDON SCHOOL
CRAFT, DESIGN & TECHNOLOGY
Required for JANUARY 1985. Qualified Teacher to teach Craft and Technical drawing throughout the School and to GCE 'O' and CSE Levels. Full-time, temporary post for two terms. Salary: Burnham Scale 1.
Apply in writing to Headmaster, Bredon School, Pull Court, Bushley, Nr. Tewkesbury, Glos. Tel: 0684 293156. (26512) 182134

OXFORDSHIRE
BLOXHAM SCHOOL
Banbury
(H.M.C. 350 pupils - 150 (including 36 girls) in Sixth Form)
Required for September, 1985, a specialist in Craft, Design and Technology to help with the development and co-ordinate the running of a new Technology Centre, the first stage of which will open in September, 1985.
The successful candidate will be a graduate with proven capacity in the area of creative design and applied science, may have industrial experience and must be a committed teacher as well as being prepared to contribute to extra-curricular activities. Ability to teach a second subject could be important.
Accommodation may be available: Bloxham Salary Scale.
Applications, giving names and addresses of two referees should be sent to: The Headmaster, Bloxham School, Banbury, Oxon OX15 4PE. (26486) 182134

Economics & Business Studies

Heads of Department

CUMBRIA
SEDBERGH SCHOOL
An Independent Boarding School for boys aged 11 - 18 years, requires for SEPTEMBER 1985, a
HEAD OF ECONOMICS
to undertake the running of a thriving Department.
Further details may be obtained from The Headmaster.
Applications with full curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, by 21st DECEMBER, 1984. (35525) 182218

English

Heads of Department

W. SUSSEX
ARDINGLY COLLEGE
Haywards Heath, West Sussex
(HMC)
HMC 565 Boys (mostly boarding), 85 Girls (all ages, day and boarding)
155 in VIth form, Junior School on Campus.
HEAD OF ENGLISH
REQUIRED FOR NEXT SEPTEMBER
Please apply at once to the Headmaster with C.V. and the names, addresses and telephone numbers of two referees.
Ardingly College is one of the Woodard Schools. (26538) 182418

Computer Studies

Heads of Department

HULL
HYMERS COLLEGE
Hull
H.M.C. 630 boys; girls in VIth Form
Required for September 1985.
HEAD of COMPUTING.
Neale Hill.
Applications are invited for this post, the appointment to commence in September 1985. The successful candidate will also be prepared to teach Mathematics. Computing is central and substantial element in the curriculum, and there is a well-equipped specialist teaching room.
Further details are available on request.
Applications, (no forms) with names of two referees, should be addressed to the Headmaster, Hymers College, Hull, HU3 1LW. (35647) 182018

Other Assistants

LONDON
NOTTING HILL & EALING HIGH SCHOOL
(G.P.D.S.T.)
Required for January 1985 or as soon as possible.
A half-time computer specialist to organise and run a rapidly expanding Computer Department. The work will involve introducing computing to all age groups, and possibly developing examination courses in the Sixth Form.
Applications by letter with curriculum vitae and the names of two referees to The Head Mistress, Notting Hill and Ealing High School, 2 Cleveland Road, London W13 9AX. (26011) 182024

Craft, Design & Technology

Other Assistants

GLOUCESTERSHIRE
BREDON SCHOOL
CRAFT, DESIGN & TECHNOLOGY
Required for JANUARY 1985. Qualified Teacher to teach Craft and Technical drawing throughout the School and to GCE 'O' and CSE Levels. Full-time, temporary post for two terms. Salary: Burnham Scale 1.
Apply in writing to Headmaster, Bredon School, Pull Court, Bushley, Nr. Tewkesbury, Glos. Tel: 0684 293156. (26512) 182134

By Subject Classification

Classics

Other Assistants

LONDON SW1
MORE HOUSE SCHOOL
(G.P.D.S.T.)
32-34 Pont Street, London SW1.
Catholic Independent School. 200 girls 11-18.
LATIN/HISTORY PART-TIME
Graduate required as soon as possible for 4 days a week from January to July to teach middle school Latin, first year History and possibly also Religious Education.
Burnham Scale 1.
Applications in writing to the Headmistress together with telephone number, C.V. and names and telephone number of 2 referees.
(26324) 181624

Other Assistants

LONDON
NOTTING HILL & EALING HIGH SCHOOL
(G.P.D.S.T.)
Required for January 1985 or as soon as possible.
A half-time computer specialist to organise and run a rapidly expanding Computer Department. The work will involve introducing computing to all age groups, and possibly developing examination courses in the Sixth Form.
Applications by letter with curriculum vitae and the names of two referees to The Head Mistress, Notting Hill and Ealing High School, 2 Cleveland Road, London W13 9AX. (26011) 182024

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The successful candidate will be a graduate with proven capacity in the area of creative design and applied science, may have industrial experience and must be a committed teacher as well as being prepared to contribute to extra-curricular activities. Ability to teach a second subject could be important.
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HEAD OF ECONOMICS
to undertake the running of a thriving Department.
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Applications with full curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, by 21st DECEMBER, 1984. (35525) 182218

LONDON
YESODEY HATORAH SENIOR GIRLS SCHOOL
185 Stamford Hill, London N16
This Senior Girls School requires a new and experienced qualified teacher for January 1985 to maintain the excellent standard set throughout the school.
Reply to the Headmistress, by calling the school on 01-800 2035. (35885) 184424

MIDDLESEX
NORTHWOOD COLLEGE
Northwood, Middlesex Day and Boarding School (Girls G.B.G.S.A.)
Required in emergency, start of Spring Term, experienced Mathematics Graduate to share in the teaching to O and A Level in the Senior School. Full or part-time appointment considered. Burnham salary with Outer London Weighting and appropriate Scale and allowance for responsibility.
Apply immediately with c.v. and particulars of two referees to the Head Mistress. (38756) 184424

SURREY
ROYAL RUSSELL SCHOOL
Croydon
Co-educational boarding and day school for 580 pupils (SHMIS)
Required for January 1985 or as soon as possible a qualified TEACHER OF PHYSICS to take charge of the practical side of the supervision of the School laboratories. The ability to teach Physics to 'A' level is essential.
Applications, including full CV and the names of two referees, should be sent as soon as possible to the Headmaster, Mr J.E. Parker, The International School of London, Cranmore Road, London NW1 1TR.
(35569) 183624

BUCKINGHAM
CHARMANDEAN SCHOOL
Ellingstone, Tingrith, Buckingham, MK17 9EAN
(Recognised Independent Boarding School for Girls, 5-16)
Required for next term, or as soon as possible thereafter well qualified RE TEACHER specialist to teach part time at all levels in the School.
Applications together with c.v. and names, addresses and telephone numbers of two referees to the Headmistress as soon as possible. (30531) 182424

LONDON
ST. MARYLEBONE GRAMMAR SCHOOL
17 Glentworth Road, London NW1 5PN
Required for part-time temporary teacher of Physics for 2 days a week (could be suitable for suitable applicant).
Applications with c.v. should be made to the Headmaster. (26524) 182424

LONDON
JORDANHILL COLLEGE OF EDUCATION
76 Southbrae Drive, Glasgow G13 1PP
SCOTTISH CURRICULUM DEVELOPMENT SERVICE
GLASGOW CENTRE
Applications are invited for the following posts within the Scottish Curriculum Development Centre.
LIBRARIAN/ INFORMATION OFFICER
The person appointed will be responsible for all information and library matters with regard to the Centre.
Candidates must be Chartered Librarians with several years post charter experience preferably in a school library service or an educational library with particular interest in information science and its application. The hours of duty are 9am – 5pm, Monday to Friday inclusive with a 1¼ hour lunch break. The salary scale is £8,430 – £9,363 (increase pending) with placing according to experience and qualifications.
Further information and application forms can be obtained from the Personnel Officer at the above address to whom completed forms should be returned withing 10 days of the appearance of this advertisement. (0970)

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Apply immediately with c.v. and particulars of two referees to the Head Mistress. (38756) 184424

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(35569) 183624

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CHARMANDEAN SCHOOL
Ellingstone, Tingrith, Buckingham, MK17 9EAN
(Recognised Independent Boarding School for Girls, 5-16)
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17 Glentworth Road, London NW1 5PN
Required for part-time temporary teacher of Physics for 2 days a week (could be suitable for suitable applicant).
Applications with c.v. should be made to the Headmaster. (26524) 182424

LONDON
THE INTERNATIONAL SCHOOL OF LONDON
Cranmore Road
PART-TIME FRENCH teacher required from January (one full day and three half-days a week) in independent secondary school. Native speaker preferred, but not essential.
Applications, including full CV and the names of two referees, should be sent as soon as possible to the Headmaster, Mr J.E. Parker, The International School of London, Cranmore Road, London NW1 1TR.
(35569) 183624

LONDON NW11
HENDRAM GRAMMAR SCHOOL
Hendon Way
Golders Gardens, London NW11 0QG
Required enthusiastic Maths teacher, September 1985. All round small staff, friendly atmosphere, State 3/4/5 candidate, first class apply. Sensible head not apply. Please write in writing with C.V. (35682) 185424

LONDON
ST. MARYLEBONE GRAMMAR SCHOOL
17 Glentworth Road, London NW1 5PN
Required for part-time temporary teacher of Physics for 2 days a week (could be suitable for suitable applicant).
Applications with c.v. should be made to the Headmaster. (26524) 182424

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76 Southbrae Drive, Glasgow G13 1PP
SCOTTISH CURRICULUM DEVELOPMENT SERVICE
GLASGOW CENTRE
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The person appointed will be responsible for all information and library matters with regard to the Centre.
Candidates must be Chartered Librarians with several years post charter experience preferably in a school library service or an educational library with particular interest in information science and its application. The hours of duty are 9am – 5pm, Monday to Friday inclusive with a 1¼ hour lunch break. The salary scale is £8,430 – £9,363 (increase pending) with placing according to experience and qualifications.
Further information and application forms can be obtained from the Personnel Officer at the above address to whom completed forms should be returned withing 10 days of the appearance of this advertisement. (0970)

Other Assistants

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(HMC, Boarding/Day, 330 boys, Sixth Form girls)
Good honours graduate required for week of September 1985 to teach ENGLISH to 'A' level in flourishing department. Ability to games to boys and/or girls an advantage. Burnham Scale 3, plus allowances. Low income tax.
Applications with curriculum vitae and two referees to send further details from The Principal, King William's College, Castletown, Isle of Man (0624-822851). (35017) 182424

SURREY
ROYAL RUSSELL SCHOOL
Croydon
Co-educational boarding and day school for 580 pupils (SHMIS)
Required for January 1985 or as soon as possible a qualified TEACHER OF PHYSICS to take charge of the practical side of the supervision of the School laboratories. The ability to teach Physics to 'A' level is essential. Native speaker preferred, but not essential.
Applications, including full CV and the names of two referees, should be sent as soon as possible to the Headmaster, Mr J.E. Parker, The International School of London, Cranmore Road, London NW1 1TR.
(35569) 183624

LONDON NW11
HENDRAM GRAMMAR SCHOOL
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Golders Gardens, London NW11 0QG
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LONDON
ST. MARYLEBONE GRAMMAR SCHOOL
17 Glentworth Road, London NW1 5PN
Required for part-time temporary teacher of Physics for 2 days a week (could be suitable for suitable applicant).
Applications with c.v. should be made to the Headmaster. (26524) 182424

Other Assistants

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(HMC, Boarding/Day, 330 boys, Sixth Form girls)
Good honours graduate required for week of September 1985 to teach ENGLISH to 'A' level in flourishing department. Ability to games to boys and/or girls an advantage. Burnham Scale 3, plus allowances. Low income tax.
Applications with curriculum vitae and two referees to send further details from The Principal, King William's College, Castletown, Isle of Man (0624-822851). (35017) 182424

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(35569) 183624

BUCKINGHAM
CHARMANDEAN SCHOOL
Ellingstone, Tingrith, Buckingham, MK17 9EAN
(Recognised Independent Boarding School for Girls, 5-16)
Required for next term, or as soon as possible thereafter well qualified RE TEACHER specialist to teach part time at all levels in the School.
Applications together with c.v. and names, addresses and telephone numbers of two referees to the Headmistress as soon as possible. (30531) 182424

LONDON
ST. MARYLEBONE GRAMMAR SCHOOL
17 Glentworth Road, London NW1 5PN
Required for part-time temporary teacher of Physics for 2 days a week (could be suitable for suitable applicant).
Applications with c.v. should be made to the Headmaster. (26524) 182424

Home Economics

Other Assistants

ESSEX
URSULINE HIGH SCHOOL
Island Road, Mucking
Tel: 01-554 1095
Head Miss Dixon, B.A
Required for 2 terms (in this Independent Girls' grammar school from January 1985 'O' and 'A' Level courses in Cookery.
Apply by letter to the Head at the school stating full details of age, education and experience and names, addresses and telephone numbers of two referees by 20th December 1984. (27621) 184624

Mathematics

Other Assistants

KENT
ST. LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(H.M.C. co-ed, 710 in Sixth form)
MATHEMATICIAN required for September 1985.
A committed Christian, able to coach math games and take responsibilities in a boys' Boarding House, very strong recommendations, single accommodation available. Own car essential; allowance for boarding duties.
Applications with C.V. and names of two referees (with telephone numbers) to the Headmaster. (35886) 185424

LONDON NW11
HENDRAM GRAMMAR SCHOOL
Hendon Way
Golders Gardens, London NW11 0QG
Required enthusiastic Maths teacher, September 1985. All round small staff, friendly atmosphere, State 3/4/5 candidate, first class apply. Sensible head not apply. Previous applicants please write in writing with C.V. (35682) 185424

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17 Glentworth Road, London NW1 5PN
Required for part-time temporary teacher of Physics for 2 days a week (could be suitable for suitable applicant).
Applications with c.v. should be made to the Headmaster. (26524) 182424

History

Other Assistants

BUCKINGHAM
CHARMANDEAN SCHOOL
Ellingstone, Tingrith, Buckingham, MK17 9EAN
(Recognised Independent Boarding School for Girls, 5-16)
Required for next term, or as soon as possible thereafter well qualified RE TEACHER specialist to teach part time at all levels in the School.
Applications together with c.v. and names, addresses and telephone numbers of two referees to the Headmistress as soon as possible. (30531) 182424

LONDON
ST. MARYLEBONE GRAMMAR SCHOOL
17 Glentworth Road, London NW1 5PN
Required for part-time temporary teacher of Physics for 2 days a week (could be suitable for suitable applicant).
Applications with c.v. should be made to the Headmaster. (26524) 182424

Modern Languages

Other Assistants

LONDON NW1
THE INTERNATIONAL SCHOOL OF LONDON
Cranmore Road
PART-TIME FRENCH teacher required from January (one full day and three half-days a week) in independent secondary school. Native speaker preferred, but not essential.
Applications, including full CV and the names of two referees, should be sent as soon as possible to the Headmaster, Mr J.E. Parker, The International School of London, Cranmore Road, London NW1 1TR.
(35569) 183624

Music

Other Assistants

RUTLAND
UPPINGHAM SCHOOL
An assistant Director of Music is required for September 1985 to take a full share in the running of the department. Applicants should be graduates with a keen interest in academic music.
It is expected that the appointment will be made early in the Lent Term.
Applications, further with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster, Uppingham School, Rutland LE15 9QD from whom further details may be obtained. (26549) 183824

Pastoral

Other Assistants

DORSET
WINCHESTER MILTON MOUNT
Bournemouth
Independent Christian Co-educational Mixed 11- 18 years (Boarding and Day)
Following resignation due to ill health, RESIDENT MATRON (cook required) to share responsibility for middle school girls required January 1985. Applications of permanent post.
Apply as soon as possible with names, addresses (phone nos. of 2 referees to Headmistress, Winchester Milton Mount, Calluna Road, Bournemouth BH5 2DY (362191) 184024

KENT
SACRED HEART SCHOOL
Beechwood
Pembury Road, Tunbridge Wells, Kent TN4 8QU
RESIDENTIAL ASSISTANT HOUSEMISTRESS
Required to start in January or April 1985 for this Catholic Independent Boarding and Day School for Girls. Duties would be concerned mainly with the pastoral care and supervision of boarders in Middle School aged 11 - 16.
Apply to the Headmaster with the names of two referees. (35878) 184024

LONDON
ROYAL SOLDIERS' DAUGHTERS' SCHOOL
65 Rosslyn Hill, Hampstead, NW3
Required immediately a resident Housemistress. The post would be suitable for a young graduate offering science or languages. A games player or pianist would be given preference.
Further details can be obtained from the Principal 01-794 7708. (27629) 184024

Physical Education

Other Assistants

LONDON
BEIS SHAMMAI GRAMMAR SCHOOL FOR GIRLS
14 Bradlaugh Road, London N16 6BX
Games teacher for January 1985 required, part-time or full-time. Games a part or 3 days could be suitable for suitable applicant.
Applications with C.V. should be made to the Headteacher. (27919) 185224

HAMPSHIRE
ST. NICHOLAS' SCHOOL
Fleet, Hants
Required for April or September 1985, Assistant Teacher for Gymnastics and Games. Must be Lacrosse player.
Energy, enthusiasm and willingness to take a full part in the life of the School essential.
Apply in writing to the Headmistress, giving curriculum vitae and names of two referees.
(35859) 184924

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T.
Blackbrook Lane, Bickley, Bromley, Kent BR1 2TW
PHYSICAL EDUCATION specialist required in January for this girls' school; temporary appointment for two terms only. Junior and Senior school work, including hockey, netball, gymnastics, trampolining, tennis, athletics, rounders and badminton.
Please apply in letter (no formal) to the Headmistress at the school, giving details of qualifications and experience and names of two or more professional referees. (38792) 184224

LONDON
URSULINE CONVENT
15 The Downs, Wimbledon, London SW20 8HN
Girls R.C. Comprehensive High School
12 - 18. 810 on roll
Required immediately, temporary, part-time (.6) teacher of Physical Education to have responsibility for Hockey.
Applicants will also be required to teach Biology to C.S.E. Level.
Please apply to the Headmistress with testimonials and s.a.e. for acknowledgment, giving the name and addresses of two referees. (35581) 184224

SURREY
PIERREPONT SCHOOL
Frensham
(260 pupils 11 - 18)
Required for September 1985 a qualified young teacher of Physical Education, with French or German as a preferred subsidiary. The post will include full involvement on the games field throughout the year. The school will soon have a large new Sports Hall in operation, with facilities for a wide range of indoor activities; and our main games are Rugby, Cricket and Athletics. A willingness to be fully involved in the non-academic life of a boarding school would be a decided advantage.
Applications, with curriculum vitae and the names of two referees, to the Headmaster, Pierrepont School, Frensham, Farnham, Surrey (01-10 XRN. (26154) 184424

SURREY
COMMONWEAL LODGE
MICHOLT
Woodcote Lane, Purley.
Required in January part-time teacher of Physical Education; ability to teach Lacrosse an advantage.
Apply in writing to the Headmistress, with c.v. and names of 2 referees. (26353) 184224

Science

Heads of Department

EDINBURGH
EDINBURGH MERCHANT COMPANY SCHOOLS
DANIEL STEWART'S AND MELVILLE COLLEGE
PRINCIPAL TEACHER OF BIOLOGY
Candidates are invited for the post of Principal Teacher of Biology in this large Independent School which has 770 boys in the Senior School. The successful candidate would be Head of a Department with two assistant teachers and shares a Laboratory Assistant with the Chemistry Department. The School prepares candidates for the examinations of the Scottish Examination Board. A very high percentage of all boys remains for a Sixth Year and study for the Certificate of Sixth Year Studies. About 70% of the Sixth Form go to Universities including Oxford and Cambridge. It is hoped to make this appointment for the 25th February, 1985, but a later date could be arranged.
Applicants must be registered with the G.T.C., or eligible for registration with the G.T.C., they must have completed an approved course of teachers training. A willingness to be involved in the School's flourishing extra-curricular activities would be an advantage.
Salary and responsibility allowance would be according to the Scottish National Scale.
Please apply as soon as possible to: The Principal, Daniel Stewart's and Melville College, Queensferry Road, Edinburgh EH4 3EZ, giving full details of qualifications, interests and experience, together with the names of two referees.
Interviews will take place during the week commencing 11th December, 1984. (26155) 184424

Other Assistants

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
CHEMISTRY
Required from January 1985 temporary cover (maternity leave). Up to A level together with some General Science in Middle School.
Apply immediately with testimonials/names and addresses of two referees and your telephone number to the Headmistress. (26448) 184824

CUMBRIA
SEDBERGH SCHOOL
An Independent Boarding School for boys aged 11 - 18 years, requires for SEPTEMBER 1985 a good honours graduate to teach BIOLOGY at all levels, including 'A' level and Oxbridge Scholarship.
Ability to teach swimming and possibly to organise the Swimming in the School would be a considerable advantage. Accommodation may be available.
Further details may be obtained from The Headmaster.
Applications with full curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, by 21st DECEMBER, 1984. (35524) 184824

HAMPSHIRE
ST NICHOLAS' SCHOOL
Fleet, Hants.
Required for September 1985.
HEAD OF PHYSICS
A Graduate Teacher of Physics required, preferably to date must be capable of teaching Physics to 'A' Level. Ability to teach Mathematics an advantage. Salary by negotiation. Further details from the Headmistress. The School has a new purpose-built Science Block with fully equipped laboratories.
Apply in writing to the Headmistress giving curriculum vitae and names of two referees. (35860) 184824

LONDON
BEIS SHAMMAI GRAMMAR SCHOOL
14 Heatherlead Road, London N16 5NH
Requires full or part-time experienced and qualified Physics teacher. Scale 2 or 3 post could be available for suitable applicant.
Applications with C.V. should be made to the Headteacher. (27920) 184824

CUMBRIA
SEDBERGH SCHOOL
An Independent Boarding School for boys aged 11 - 18 years, requires for SEPTEMBER 1985 a good honours graduate to teach BIOLOGY at all levels, including 'A' level and Oxbridge Scholarship.
Ability to teach swimming and possibly to organise the Swimming in the School would be a considerable advantage. Accommodation may be available.
Further details may be obtained from The Headmaster.
Applications with full curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, by 21st DECEMBER, 1984. (35524) 184824

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Fleet, Hants.
Required for September 1985.
HEAD OF PHYSICS
A Graduate Teacher of Physics required, preferably to date must be capable of teaching Physics to 'A' Level. Ability to teach Mathematics an advantage. Salary by negotiation. Further details from the Headmistress. The School has a new purpose-built Science Block with fully equipped laboratories.
Apply in writing to the Headmistress giving curriculum vitae and names of two referees. (35860) 184824

LONDON
BEIS SHAMMAI GRAMMAR SCHOOL
14 Heatherlead Road, London N16 5NH
Requires full or part-time experienced and qualified Physics teacher. Scale 2 or 3 post could be available for suitable applicant.
Applications with C.V. should be made to the Headteacher. (27920) 184824

MIDDLESEX
HALLIFORD SCHOOL
Russell Road, Shepperton, Middlesex TW17 8HX
Required for April or September 1985 a teacher of Physics at this Independent Boys' School. The successful candidate will be responsible for the teaching of Physics throughout the school up to 'A' level standard. A capacity to help with Computer Education would be an advantage. The salary is in accordance with Burnham scale one plus £1,078 (Halliford and London Allowances). There are also good opportunities for promotion to Burnham scales two and three.
Applications in writing, together with curriculum vitae and names and addresses of two referees, should be addressed to the Headmaster. (35158) 184824

Other than by Subject Classification

Heads of Department

BROMLEY
HEAD OF JUNIOR SCHOOL
Owing to family illness, required April 1985. Applications invited from suitably qualified and experienced graduate teachers with particular interest in the curriculum and the teaching of Mathematics and English.
Apply in writing to The Principal, Beston School, Beston Road, Hayes, Kent enclosing CV and names of two referees. (26487) 185618

Other Assistants

LONDON
THE ALBANY COLLEGE
88/94 Queens Road, Hendon, London NW4
Independent 5th & 6th Form College
200 Students
Owing to expansion from January 1985 we will require an enthusiastic part-time teacher for Law at O and A level.
Salary on the Burnham Scale fully contracted position.
Apply to the Secretary. (26515) 185624

LONDON N16
Fully Qualified Infant Teacher required Burnham Scale, from January 1985, by Independent School.
Apply in writing, Lubavitch House School, 107-115 Stamford Hill, London N16 5RP. (26020) 183624

WILTSHIRE
Required in April, 1985, a qualified teacher to take our existing Nursery Class of children 3½ - 4½ years old. This is in expansion of our existing Pre-Preparatory Department in response to parental demand.
Please apply in manuscript to the Headmaster, Northaw School, West Tytherley, Salisbury SP5 1NH. Please enclose a full typed c.v. the names and addresses of two referees and, if you dare, a passport-type photograph. (26020) 185664

WORCESTER
KINLOSS SCHOOL
Kinloss School is moving from Southampton to Worcester in January and requires resident and non-resident staff in various subjects. We are a secondary boarding school for boys of normal intelligence but with learning difficulties of a "dyslexia" nature.
Applications are invited from specialist and non-specialist staff, full or part time.
For details Tel: 0703 848 935. (26533) 185624

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Fully Qualified Infant Teacher required Burnham Scale, from January 1985, by Independent School.
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Applications are invited from specialist and non-specialist staff, full or part time.
For details Tel: 0703 848 935. (26533) 185624

DEVON
RAVENSWOOD PREPARATORY SCHOOL
(G.A.P.S.)
The Headship will fall vacant in September 1985. Candidates must be graduates and preferably married.
Application form and details sent on written request to the Headmaster, Ravenswood Preparatory School, Ringleigh Court, Tiverton, Devon EX16 5PN. (27649) 200010

Preparatory Schools

Headships

COLWYN BAY
HEAD
OF
PENRHOS COLLEGE
JUNIOR COLLEGE
(I.A.P.S.)
Colwyn Bay
70 Boarding and Day Girls
4 Day Boys. aged 4 - 11
Required for September, 1985, a dynamic and energetic young person to take over the Headship from Miss K. Russell who is retiring. This is a residential post. Salary: Burnham plus benefits.
Letter of application, curriculum vitae and names of two referees to the Headmaster, Penrhos College, Colwyn Bay, Clwyd LL28 4DA. (35853) 200010

By Subject Classification

Classics

Other Assistants

SURREY
AMESBURY SCHOOL
Hindhead GU26 6BL
A qualified and experienced teacher of CLASSICS in preparatory schools is required for April or September 1985 for this boys' preparatory school. The successful candidate will be responsible for the teaching of Classics throughout the school up to 'A' level standard. A capacity to help with Computer Education would be an advantage. The salary is in accordance with Burnham scale one plus £1,078 (Halliford and London Allowances). There are also good opportunities for promotion to Burnham scales two and three.
Applications in writing, together with curriculum vitae and names and addresses of two referees should be addressed to the Headmaster. (35158) 184824

Other than by Subject Classification

Heads of Department

BROMLEY
HEAD OF JUNIOR SCHOOL
Owing to family illness, required April 1985. Applications invited from suitably qualified and experienced graduate teachers with particular interest in the curriculum and the teaching of Mathematics and English.
Apply in writing to The Principal, Beston School, Beston Road, Hayes, Kent enclosing CV and names of two referees. (26487) 185618

Other Assistants

LONDON
THE ALBANY COLLEGE
88/94 Queens Road, Hendon, London NW4
Independent 5th & 6th Form College
200 Students
Owing to expansion from January 1985 we will require an enthusiastic part-time teacher for Law at O and A level.
Salary on the Burnham Scale fully contracted position.
Apply to the Secretary. (26515) 185624

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Fully Qualified Infant Teacher required Burnham Scale, from January 1985, by Independent School.
Apply in writing, Lubavitch House School, 107-115 Stamford Hill, London N16 5RP. (26020) 183624

WILTSHIRE
Required in April, 1985, a qualified teacher to take our existing Nursery Class of children 3½ - 4½ years old. This is in expansion of our existing Pre-Preparatory Department in response to parental demand.
Please apply in manuscript to the Headmaster, Northaw School, West Tytherley, Salisbury SP5 1NH. Please enclose a full typed c.v. the names and addresses of two referees and, if you dare, a passport-type photograph. (26020) 185664

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Applications are invited from specialist and non-specialist staff, full or part time.
For details Tel: 0703 848 935. (26533) 185624

DEVON
RAVENSWOOD PREPARATORY SCHOOL
(G.A.P.S.)
The Headship will fall vacant in September 1985. Candidates must be graduates and preferably married.
Application form and details sent on written request to the Headmaster, Ravenswood Preparatory School, Ringleigh Court, Tiverton, Devon EX16 5PN. (27649) 200010

MANCHESTER
BRANWOOD PREPARATORY SCHOOL
Independent Co-educational Day Prep. 135 pupils 3 - 11 years
The Governors invite applications for the post of Head from commencement of the Governors. Spring Term 1985. Applicants should be graduates of a United Kingdom University and fully qualified experienced teachers. They must already hold a position of responsibility.
Further details can be obtained from the Chairman of the Governors, Branwood Preparatory School, Stafford Road, Monton, Eccles, Manchester M30 9HD to whom applications with C.V. and the names and addresses of two referees, should be addressed by 11th January, 1985. (35885) 200010

Preparatory Schools

Headships

COLWYN BAY
HEAD
OF
PENRHOS COLLEGE
JUNIOR COLLEGE
(I.A.P.S.)
Colwyn Bay
70 Boarding and Day Girls
4 Day Boys. aged 4 - 11
Required for September, 1985, a dynamic and energetic young person to take over the Headship from Miss K. Russell who is retiring. This is a residential post. Salary: Burnham plus benefits.
Letter of application, curriculum vitae and names of two referees to the Headmaster, Penrhos College, Colwyn Bay, Clwyd LL28 4DA. (35853) 200010

By Subject Classification

Classics

Other Assistants

SURREY
AMESBURY SCHOOL
Hindhead GU26 6BL
A qualified and experienced teacher of CLASSICS in preparatory schools is required for April or September 1985 for this boys' preparatory school. The successful candidate will be responsible for the teaching of Classics throughout the school up to 'A' level standard. A capacity to help with Computer Education would be an advantage. The salary is in accordance with Burnham scale one plus £1,078 (Halliford and London Allowances). There are also good opportunities for promotion to Burnham scales two and three.
Applications in writing, together with curriculum vitae and names and addresses of two referees should be addressed to the Headmaster. (35158) 184824

Other than by Subject Classification

Heads of Department

BROMLEY
HEAD OF JUNIOR SCHOOL
Owing to family illness, required April 1985. Applications invited from suitably qualified and experienced graduate teachers with particular interest in the curriculum and the teaching of Mathematics and English.
Apply in writing to The Principal, Beston School, Beston Road, Hayes, Kent enclosing CV and names of two referees. (26487) 185618

Other Assistants

SURREY
COMMONWEAL LODGE
MICHOLT
Woodcote Lane, Purley.
Required in January part-time teacher of Physical Education; ability to teach Lacrosse an advantage.
Apply in writing to the Headmistress, with c.v. and names of 2 referees. (26353) 184224

Science

Heads of Department

EDINBURGH
EDINBURGH MERCHANT COMPANY SCHOOLS
DANIEL STEWART'S AND MELVILLE COLLEGE
PRINCIPAL TEACHER OF BIOLOGY
Candidates are invited for the post of Principal Teacher of Biology in this large Independent School which has 770 boys in the Senior School. The successful candidate would be Head of a Department with two assistant teachers and shares a Laboratory Assistant with the Chemistry Department. The School prepares candidates for the examinations of the Scottish Examination Board. A very high percentage of all boys remains for a Sixth Year and study for the Certificate of Sixth Year Studies. About 70% of the Sixth Form go to Universities including Oxford and Cambridge. It is hoped to make this appointment for the 25th February, 1985, but a later date could be arranged.
Applicants must be registered with the G.T.C., or eligible for registration with the G.T.C., they must have completed an approved course of teachers training. A willingness to be involved in the School's flourishing extra-curricular activities would be an advantage.
Salary and responsibility allowance would be

Independent Schools

Headships

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(HMC, Boarding/Day, 330 boys, Sixth Form of limited size)
Required for September 1985.

HEAD OF COMPUTING, Scale II.

Applications are invited for this post, the appointment to commence in September 1985. The successful candidate must also be prepared to teach Mathematics. Computing is a central and substantial element in the curriculum, and there is a well-equipped and specialist teaching room.

Further details are available on request.

Applications, (no forms) with names of two referees, should be addressed to the Headmaster, Hymers College, Hull HU3 2LW. (35647) 182018

HULL
HYMERS COLLEGE
Hull
H.M.C. 630 boys; girls in VIth Form

Required for September 1985.

HEAD OF COMPUTING, Scale II.

Applications are invited for this post, the appointment to commence in September 1985. The successful candidate must also be prepared to teach Mathematics. Computing is a central and substantial element in the curriculum, and there is a well-equipped and specialist teaching room.

Further details are available on request.

Applications, (no forms) with names of two referees, should be addressed to the Headmaster, Hymers College, Hull HU3 2LW. (35647) 182018

GLOUCESTERSHIRE
RIDEON SCHOOL
CRAFT, DESIGN & TECHNOLOGY
Required for JANUARY 1985. Qualified Teacher to teach Craft and Technical drawing throughout the School and to GCE 'O' and CSE Levels. Full-time, temporary post for two terms. Salary Burnham Scale 1.

Apply in writing to: Headmaster, Rendcomb School, Puit Court, Rendcomb, Nr. Tewkesbury, Glos. Tel: 0684 293156. (26312) 183124

OXFORDSHIRE
BLOXHAM SCHOOL
Banbury
(H.M.C. 350 pupils - 150 (including 36 girls) in Sixth Form)
Required for September, 1985, a specialist in Craft, Design and Technology to help plan the development and coordinate the running of a new Technology Centre, the first stage of which will open in September, 1985.

The successful candidate will be a graduate with proven capacity in the area of creative design and applied science, may have industrial experience and must be committed teacher as well as being prepared to contribute to the curriculum activities. Ability to teach a second subject could be important.

Accommodation may be available; Bloxham Salary Scale.

Applications, giving names and addresses of two referees should be sent to: The Headmaster, Bloxham School, Banbury, Oxon OX15 4PE. (26486) 182122

CUMBRIA
SEDBERGH SCHOOL
An Independent Boarding School for boys aged 11 - 18 years, requires for SEPTEMBER 1985, a

HEAD OF ECONOMICS

to undertake the running of a thriving department.

Further details may be obtained from The Headmaster.

Applications with full curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, by 21st DECEMBER 1984. (35533) 183218

SURREY
ROYAL RUSSELL SCHOOL
Croydon

Co-educational boarding and day school for 500 pupils (SHMIS)

Required for January 1985 - or as soon as possible - a qualified LIBRARIAN to take charge of the organisation and supervision of the School library. Some teaching may be included for someone suitably qualified. Full or part time applicants will be considered.

Apply to the Headmaster, Royal Russell School, Coombe Lane, Croydon CR9 5BX enclosing curriculum vitae and the names and addresses of two referees. (37631) 182434

BUCKINGHAM
CHARMANDEAN SCHOOL
Lillingstone Dayrell
Buckingham
(Recognised Independent Boarding School for Girls, 120)
Required for next term, or as soon as available, temporary or part-time, a well qualified HISTORY Specialist to teach pupils mainly at all levels in the school.

Applications together with C.V., and names of two referees should be sent to the Headmistress or as soon as possible. (38331) 183624

LONDON
ST. LAWRENCE COLLEGE
IN THANET
Ramsgate, Kent CT11 7AF.
(H.M.C. co-ed. 110 in Sixth Form)

MATHEMATICIAN required for September 1985.

A committed Christian able to coach main games and take responsibilities in house, very strong team of assistants. Boarding accommodation available. Own house, allowances for boarding duties.

Applications with C.V. and names of two referees (which may be telephoned) to the Headmaster. 183424

LONDON NW11
HENDON GRAMMAR SCHOOL
Ashley Lane, Hendon, London NW7 5QE
Required for September 1985 or January 1986

A FRENCH specialist. Maths and some small staff. Friendly atmosphere. Scale 2/3/4 for a first appointment. Previous application need not apply. Details required in writing with C.V.

LONDON
[illegible] GRAMMAR
[illegible] Road,
[illegible] NW10 3HR
[illegible] required for [illegible] September 1985 or [illegible] Teacher of Mathematics. Scale 2/3/4 according to [illegible] Previous application need not apply. Details required in writing with C.V. to the Head-

By Subject Classification

Classics

Other Assistants

LONDON SW1
MORE HOUSE SCHOOL
22-25 Pont Street, London SW1
Catholic Independent School, 200 girls 11-18.

LATIN/HISTORY PART-TIME
Graduate required as soon as possible for 4 days a week from January to July to teach middle school Latin, first year History and possibly also Religious Education.
Burnham Scale 1.

Applications in writing to the Headmistress together with telephone number if any, and names and telephone numbers of 2 referees. (26324) 181624

Computer Studies

Heads of Department

HULL
HYMERS COLLEGE
Hull
H.M.C. 630 boys; girls in VIth Form

Required for September 1985.

HEAD OF COMPUTING, Scale II.

Applications are invited for this post, the appointment to commence in September 1985. The successful candidate must also be prepared to teach Mathematics. Computing is a central and substantial element in the curriculum, and there is a well-equipped and specialist teaching room.

Further details are available on request.

Applications, (no forms) with names of two referees, should be addressed to the Headmaster, Hymers College, Hull HU3 2LW. (35647) 182018

Other Assistants

LONDON
NOTTING HILL & EALING HIGH SCHOOL
(G.P.D.S.T.)
Required for January 1985 or as soon as possible.

A half-time computer specialist to organise and run a rapidly expanding Computer Department. The work will involve introducing computing to all age groups and possibly developing examination courses in the Sixth Form.

Applications by letter with curriculum vitae and the names of two referees to The Head Mistress, Notting Hill and Ealing High School, 2 Cleveland Road, London W13 8AX. (26011) 182034

Craft, Design & Technology

Other Assistants

GLOUCESTERSHIRE
RIDEON SCHOOL
CRAFT, DESIGN & TECHNOLOGY
Required for JANUARY 1985. Qualified Teacher to teach Craft and Technical drawing throughout the School and to GCE 'O' and CSE Levels. Full-time, temporary post for two terms. Salary Burnham Scale 1.

Apply in writing to: Headmaster, Rendcomb School, Puit Court, Rendcomb, Nr. Tewkesbury, Glos. Tel: 0684 293156. (26312) 183124

Economics & Business Studies

Heads of Department

CUMBRIA
SEDBERGH SCHOOL
An Independent Boarding School for boys aged 11 - 18 years, requires for SEPTEMBER 1985, a

HEAD OF ECONOMICS

to undertake the running of a thriving department.

Further details may be obtained from The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, by 21st DECEMBER 1984. (35533) 183218

English

Heads of Department

W. SUSSEX
ARDINGLY COLLEGE
Haywards Heath, West Sussex RH17 6SO
(HMC 365 Boys (mostly boarding), 85 Girls (all ages, day and boarding)
135 in VIth form, Junior School on Campus)
Required for ENGLISH
HEAD OF ENGLISH
RESPONSIBILITY FOR NEXT SEPTEMBER
Please apply at once to the Headmaster with c.v. and the names, addresses and telephone numbers of two referees.

Ardingly College is one of the Woodard Schools. (26358) 182416

APPOINTMENTS IN SCOTLAND

FIFE REGIONAL COUNCIL
Education Committee
KIRKCALDY COLLEGE OF TECHNOLOGY
ASSISTANT PRINCIPAL

The College offers a wide range of full-time and part-time courses up to post-graduate level, the major part of the work being at advanced level. Courses are offered in Mechanical, Electrical, Electronic, Mining and Petroleum Engineering; Civil Engineering, Construction Technology; Business, Management and Computer Studies, Information and Communication Studies Science, Catering and Hairdressing.

Applications for the post of Assistant Principal (which has become vacant upon the promotion of the previous holder) are invited from persons with good academic qualifications and extensive experience in Further Education and in Industry or Commerce.

The Committee would welcome applications from candidates who can offer a technological background with Head of Department experience. A knowledge of the Scottish system will be an advantage, as will be experience of working with the M.S.C. and private managing agents

The Salary for the post is £12,858 (Head of Department Grade III)

Further details may be obtained from The Principal, Kirkcaldy College of Technology, St. Brycedale Avenue, Kirkcaldy KY1 1EX. Telephone (0592) 268591.

Application forms – see below

GENERAL ADVISER (Primary/Nursery)
(Salary Scale: £15,633/15,912/16,188

Applications are invited for this newly created post from suitably qualified and experienced teachers. Duties include the provision of advice and support to primary schools, oversight of curriculum development and in-service training. While the major responsibility will be for the full range of primary education, the successful applicant will expected to develop a fuller understanding of nursery education in order to undertake advisory duties for the education of children from 3 to 12 years.

Previous applicants need not re-apply.

Application forms for both posts may be obtained from the Director of Education, Regional Offices, Wemyssfield, Kirkcaldy, to whom completed forms should be returned not later than Friday, 21st December, 1984. (5107)

JORDANHILL COLLEGE OF EDUCATION
76 Southbrae Drive, Glasgow G13 1PP

SCOTTISH CURRICULUM DEVELOPMENT SERVICE GLASGOW CENTRE

Applications are invited for the following posts within the Scottish Curriculum Development Centre.

LIBRARIAN/ INFORMATION OFFICER

The person appointed will be responsible for all information and library matters with regard to the Centre.

Candidates must be Chartered Librarians with several years post charter experience preferably in a school library service or an educational library with particular interest in information science and its application. The hours of duty are 9am – 5pm, Monday to Friday inclusive with a 1¼ hour lunch break. The salary scale is £8,430 – £9,363 (increase pending) with placing according to experience and qualifications.

Further information and application forms can be obtained from the Personnel Officer at the above address to whom completed forms should be returned withing 10 days of the appearance of this advertisement.

(0870)

TAYSIDE REGIONAL COUNCIL
EDUCATION DEPARTMENT
PROMOTED POST
SECONDARY

(A) ARBROATH ACADEMY PRINCIPAL TEACHER OF MUSIC (R.A. £2,616)

The closing date in respect of the above post is 21 DECEMBER 1984.

TEACHER POST
SECONDARY

(P) SECONDARY SCHOOLS IN PERTH DIVISION — INSTRUMENTAL TEACHER/ INSTRUCTOR OF WOODWIND

(Applications are invited from suitably qualified persons for the above full-time post. Placement on the following salary scale would depend on age, qualifications and experience.

Salary Scale: £5,640 – £7,005 per annum or appropriate scale of the Scottish Teachers' Salaries Memorandum.)

Application forms and full details are obtainable, according to post annotation, from:-

(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF

(P) Divisional Education Officer, 6-8 South Methven Street, Perth PH1 5PP

(5101)

BORDERS COLLEGE OF FURTHER EDUCATION
TECHNOLOGY DIVISION
SECTION HEAD (SL II)
Electronic and Control Engineering
£10,881 – £12,777

This is a senior post based at Galashiels which offers considerable scope for career and course development.

The Section is housed in a new, well equipped, electronics building and runs a wide range of courses in Electrical, Electronic and Printed Circuit Engineering. A key role of the post will be the development of specialist courses in new technology, both full-time and short, to match the needs of local industry.

Applicants should be well qualified in Electronics Engineering and have appropriate industrial experience.

BUSINESS ADMINISTRATION DIVISION
Computer Data Processing (Lecturer B) – Based at Galashiels
Secretarial (Lecturer B) – One based at Galashiels and one based at Hawick

PERSONAL SERVICES DIVISION
Hairdressing (Lecturer B) – Based at Hawick
Salary – Lecturer B Scale £7,989 – £10,881
Closing date: 18 December 1984

SECONDARY SCHOOLS
Teaching Posts
Temporary

FRENCH WITH GERMAN
(January to June 1985)
SELKIRK HIGH SCHOOL Roll 575

MUSIC (Part-time appointment February to June 1985)
HAWICK HIGH SCHOOL Roll 1332

SUPPLY

FRENCH WITH GERMAN
(March to June 1985)
PEEBLES HIGH SCHOOL Roll 985

Closing date: 17 December 1984

Application forms and further particulars may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters.

(5102)

REGIONAL COUNCIL Borders

SCOTTISH COUNCIL FOR COMMUNITY AND VOLUNTARY ORGANISATIONS
TRAINING OFFICER
£8,430 – £10,554 (under review)

The Scottish Council for Community & Voluntary Organisations needs a Training Officer to develop its training activities for the Voluntary Sector.

The Training Officer's main tasks will be to lead and co-ordinate the Council's programme of courses and conferences, and to assist voluntary organisations to develop the skills and understanding necessary to their objectives.

The successful candidate will have substantial experience in training and education and an awareness of social issues in Scotland.

Further details and an application form are available from:

The Administrator,
SCCVO,
18/19 Claremont Crescent,
Edinburgh.

Closing date – 19th December, 1984.

Voluntary Action for Scotland

THE GIRL'S PUBLIC SCHOOL TRUST
Norwich High School
Applications are invited for the post of
HEAD

which will become vacant from 1st January 1986 upon the retirement of the present Head Mistress, Miss R. Standeven, M.A.

This former direct grant school is now fully independent. There are 579 girls in the Upper School (ages 12 – 18) including a Sixth Form of 145, and 143 in the Middle School (ages 8 – 12). The Head has responsibility for both Upper and Middle Schools. Salary: Burnham Group 10.

The School participates in the Government's Assisted Places Scheme.

Further particulars and an application form can be obtained from **The Secretary, The Girls' Public Day School Trust, 26 Queen Anne's Gate, London SW1H 9AN. Closing date for applications: Friday 15th February, 1985.**

(0931)

OSWESTRY SCHOOL
Shropshire

Applications are invited for the Headship of Oswestry School, which will be vacant owing to the appointment of Mr. F. E. Gerstenberg as Principal of George Watson's College, Edinburgh. The new Head will be required to take office in September 1985, or as soon as possible thereafter.

Oswestry School is a co-educational boarding and day School with a total of over 600 pupils. The present Head is a member of SHMIS.

Particulars of the appointment may be obtained from the Clerk to the Governors, Oswestry School, Oswestry, Shropshire SY11 2TP

(0937)

Other Assistants

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(HMC, Boarding/Day, 330 boys, Sixth Form of limited size)
Required for April or September 1985 to teach ENGLISH to 'A' level in flourishing department. Great opportunities to be fully involved in life of school. Ability to coach games or help with Music/or girls an advantage. Burnham Scale 2, plus K.W.C. allowance. Low income tax.

Applications with full curriculum vitae and two referees to (and further details from) The Principal, King William's College, Castletown, Isle of Man. (0624-822531). 182424

SURREY
ROYAL RUSSELL SCHOOL
Croydon

Co-educational boarding and day school for 500 pupils (SHMIS)

Required for January 1985 - or as soon as possible - a qualified LIBRARIAN to take charge of the organisation and supervision of the School library. Some teaching may be included for someone suitably qualified. Full or part time applicants will be considered.

Apply to the Headmaster, Royal Russell School, Coombe Lane, Croydon CR9 5BX enclosing curriculum vitae and the names and addresses of two referees. (37631) 182434

History

Other Assistants

BUCKINGHAM
CHARMANDEAN SCHOOL
Lillingstone Dayrell
Buckingham
(Recognised Independent Boarding School for Girls, 120)
Required for next term, or as soon as available, temporary or part-time, a well qualified HISTORY Specialist to teach pupils mainly at all levels in the school.

Applications together with C.V., and names of two referees should be sent to the Headmistress or as soon as possible. (38331) 183624

LONDON NW11
HENDON GRAMMAR SCHOOL
Ashley Lane, Hendon, London NW7 5QE
Required for September 1985 or January 1986

A FRENCH specialist. Maths and some small staff. Friendly atmosphere. Scale 2/3/4 for a first appointment. Previous application need not apply. Details required in writing with C.V. 183424

LONDON
[illegible] GRAMMAR
[illegible] Road,
[illegible] NW10 3HR
[illegible] required for [illegible] September 1985 or [illegible] Teacher of Mathematics. Scale 2/3/4 according to [illegible] Previous application need not apply. Details required in writing with C.V. to the Head-

LONDON
YESODEY HATORAH
SENIOR GIRLS SCHOOL
51-59 Stamford Hill, London N16
This Senior Girls School requires a full time qualified teacher for January 1985 to maintain the present Standards set throughout the school.

Reply to the Headmistress, by calling the school on 01-800 2033. (35885) 183424

MIDDLESEX
NORTHWOOD COLLEGE
Maud Road, Northwood
(Independent Day and Boarding School - 480 pupils 11-18 years. Boarding and Day)
Following resignation due to ill health, HOUSEMISTRESS (non teaching) to share responsibility for middle school girls required January 1985.

Apply as soon as possible with details of age, etc. (phone one of 2 referees to Headmistress, Northwood Manor, College Road, Northwood, HA6 3LW. (26219) 184024

KENT
SACRED HEART SCHOOL
Hawkwood
Pembury Road, Tunbridge Wells, Kent TN2 3QU
RESIDENTIAL ASSISTANT HOUSEMISTRESS
Required to start in January or April 1985 for this Catholic Independent Boarding and Day School for Girls. Duties would be concerned mainly with the pastoral care and supervision of boarders in Middle School aged 14 - 16.

Apply to the Headmaster with the names of two referees. (35878) 184024

LONDON
ROYAL HOLLOWAY DAUGHTERS' SCHOOL
65 Rosslyn Hill, Hampstead, NW3
Required immediately a resident Housemistress. The post would be suitable for a young graduate offering science or languages. A games player or pianist would be given preference.

Further details can be obtained from the Principal 01-794 1708. (27629) 184024

Physical Education

Other Assistants

LONDON
BETH SHAMMAI GRAMMAR SCHOOL FOR GIRLS
14 Westbland Road, London NW4
Required in January 1985 part-time Games Teacher for January-Scale 2 or 3 but could be available for suitable applicant.

Applications with C.V. should be made to the Head-

Other Assistants

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(HMC, Boarding/Day, 330 boys, Sixth Form of limited size)
Required for April or September 1985 to teach ENGLISH to 'A' level in flourishing department. Great opportunities to be fully involved in life of school. Ability to coach games or help with Music/or girls an advantage. Burnham Scale 2, plus K.W.C. allowance. Low income tax.

Applications with full curriculum vitae and two referees to (and further details from) The Principal, King William's College, Castletown, Isle of Man. (0624-822531). 182424

SURREY
ROYAL RUSSELL SCHOOL
Croydon

Co-educational boarding and day school for 500 pupils (SHMIS)

Required for January 1985 - or as soon as possible - a qualified LIBRARIAN to take charge of the organisation and supervision of the School library. Some teaching may be included for someone suitably qualified. Full or part time applicants will be considered.

Apply to the Headmaster, Royal Russell School, Coombe Lane, Croydon CR9 5BX enclosing curriculum vitae and the names and addresses of two referees. (37631) 182434

Home Economics

Other Assistants

ESSEX
URSULINE HIGH SCHOOL
Ashland Road, Hemel Hempstead, Herts
Tel: 01-554 1088

Required for 1 January 1985 or as soon as possible thereafter for this Independent girls' grammar school from January 1985 'O' and 'A' level courses in home economics.

Apply by letter to the Head at the school giving full details of age, qualifications and experience and names, addresses and telephone numbers of two referees by 20th December 1984. (27821) 184224

Mathematics

Other Assistants

KENT
ST. LAWRENCE COLLEGE
IN THANET
Ramsgate, Kent CT11 7AF.
(H.M.C. co-ed. 110 in Sixth Form)

MATHEMATICIAN required for September 1985.

A committed Christian able to coach main games and take responsibilities in house, very strong team of assistants. Boarding accommodation available. Own house, allowances for boarding duties.

Applications with C.V. and names of two referees (which may be telephoned) to the Headmaster. 183424

LONDON NW11
HENDON GRAMMAR SCHOOL
Ashley Lane, Hendon, London NW7 5QE
Required for September 1985 or January 1986

A FRENCH specialist. Maths and some small staff. Friendly atmosphere. Scale 2/3/4 for a first appointment. Previous application need not apply. Details required in writing with C.V. 183424

LONDON
[illegible] GRAMMAR
[illegible] Road,
[illegible] NW10 3HR
[illegible] required for [illegible] September 1985 or [illegible] Teacher of Mathematics. Scale 2/3/4 according to [illegible] Previous application need not apply. Details required in writing with C.V. to the Head-

Modern Languages

Other Assistants

LONDON NW1
THE INTERNATIONAL SCHOOL OF LONDON
Crowndale Road
PART-TIME FRENCH teacher required from January for full day and three half-days a week) in Independent secondary school. Native speaker preferred, but not essential.

Applications, including full CV and the names of two referees, should be sent as soon as possible to the Headmaster, Mr. J.E. Tarkes, The International School of London, Crowndale Road, London NW1 1TR. (35567) 183624

Music

Other Assistants

RUTLAND
UPPINGHAM SCHOOL
An Assistant Director of Music is required to start September 1985 to take a full share in the running of the department. Applicants should be keyboard players with a likely interest in orchestral music. It is expected that the appointment will be made early in the Lent Term.

Applications, together with full curriculum vitae and the names and addresses of two referees should be sent to the Headmaster, Uppingham School, Rutland LE15 9QE, from whom further details may be obtained. (26549) 184824

Pastoral

Other Assistants

DORSET
WENTWORTH MILTON MOUNT
Bournemouth
(Independent, Christian Boarding and Day, adults 11-18 years. Boarding and Day)
Following resignation due to ill health, HOUSEMISTRESS (non teaching) to share responsibility for middle school girls required January 1985.

Apply as soon as possible with details of age, etc. (phone one of 2 referees to Headmistress, Wentworth Milton Mount, College Road, Bournemouth BH5 2HY. (26219) 184024

KENT
SACRED HEART SCHOOL
Hawkwood
Pembury Road, Tunbridge Wells, Kent TN2 3QU
RESIDENTIAL ASSISTANT HOUSEMISTRESS
Required to start in January or April 1985 for this Catholic Independent Boarding and Day School for Girls. Duties would be concerned mainly with the pastoral care and supervision of boarders in Middle School aged 14 - 16.

Apply to the Headmaster with the names of two referees. (35878) 184024

LONDON
ROYAL HOLLOWAY DAUGHTERS' SCHOOL
65 Rosslyn Hill, Hampstead, NW3
Required immediately a resident Housemistress. The post would be suitable for a young graduate offering science or languages. A games player or pianist would be given preference.

Further details can be obtained from the Principal 01-794 1708. (27629) 184024

Physical Education

Other Assistants

LONDON
BETH SHAMMAI GRAMMAR SCHOOL FOR GIRLS
14 Westbland Road, London NW4
Required in January 1985 part-time Games Teacher for January-Scale 2 or 3 but could be available for suitable applicant.

Applications with C.V. should be made to the Head-

Other Assistants

HAMPSHIRE
ST. NICHOLAS' SCHOOL
Fleet, Hants

Required for April or September 1985, Assistant Teacher for Gymnastics and Games. Must be Lacrosse player.

Energy, enthusiasm and willingness to take a full part in the life of the School essential.

Apply in writing to the Headmistress, giving curriculum vitae and names of two referees. 184224

KENT
BROMLEY
BROMLEY HIGH SCHOOL
(G.P.D.S.T.)
Blackbrook Lane, Bickley, Bromley, Kent BR1 2TW
PHYSICAL EDUCATION specialist required in January for this girls' school temporary appointment for two terms only. Junior and Senior school work, including hockey, netball, gymnastics, trampolining, tennis, athletics, rounders and badminton.

Please apply by letter (no forms) to the Headmistress at the school, giving details of qualifications and experience and names of two or more referees. 184224 (38702)

LONDON
URSULINE CONVENT
15 The Downs, Wimbledon, London SW20 8HD
Girls R.C. Comprehensive High School
13 - 18, 910 on roll
Required immediately, temporary part-time (.6) teacher of Physical Education to have responsibility for Hockey.

Applicants will also be required to teach Biology to G.C.S.E. Level.

Please apply to the Headmistress with testimonials and s.a.e. for acknowledgment, giving the names and addresses of two referees. 184224 (35861)

SURREY
PIERREPONT SCHOOL
Frensham
(260 pupils 11 - 18)
Required for September 1985 a Qualified Young teacher of Physical Education, with French or German as a professional subsidiary. The post will include full involvement on the games field programme for the year. The school will soon have a large new Sports Hall in operation, with facilities for a wide range of indoor activities; and our main games are hockey, Cricket and Athletics. A willingness to be fully involved in the non-academic life of a boarding school would be a decided advantage.

Applications, with curriculum vitae and the names of two referees, should be sent to the Headmaster, Pierrepont School, Frensham, Farnham, Surrey GU10 3BN (261541) 184224

SURREY
COMMONWEAL LODGE SCHOOL
Woodcote Lane, Purley, Surrey
Required in January part-time Teacher of Physical Education: ability to teach Lacrosse an advantage.

Apply in writing to the Headmistress, with c.v. and names of 2 referees. (26353) 184224

Science

Heads of Department

EDINBURGH
EDINBURGH MERCHANT COMPANY SCHOOLS

DANIEL STEWART'S AND MELVILLE COLLEGE

PRINCIPAL TEACHER OF BIOLOGY

Candidates are invited for the post of Principal Teacher of Biology in this large Independent School which has 710 boys in the Senior School. The successful candidate would be Head of a Department with two assistant teachers and shares a Laboratory Assistant with the Chemistry Department. The School prepares candidates for the examinations of the Scottish Examination Board. A very high percentage of all boys remains for a Sixth Year and study for the Certificate of Sixth Year Studies. About 70% of the Sixth Form go to Universities including Oxford and Cambridge. It is hoped to make this appointment for the 25th January, 1985.

Apply in writing to The Principal, Bentley School, Sesion Road, Hayes, Kent enclosing CV and names of two referees. (35487) 185618

Other Assistants

LONDON
THE ALBANY COLLEGE
32/34 Lawrence Road, Hendon, London NW4

Independent 5th & 6th Form College

200 Students

Owing to expansion from January 1985 we will require an enthusiastic part-time teacher for Law at O and A level.

Salary on the Burnham Scale, fully contracted position.

Other Assistants

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
CHEMISTRY
Required from January 1985 temporary teacher (maternity leave). Up to A level together with some General Science in Middle School.

Apply immediately with testimonials/references and addresses of two referees and your telephone number to the Headmistress. (26348) 184824

CUMBRIA
SEDBERGH SCHOOL
An Independent Boarding School for boys aged 11 - 18 years, requires for SEPTEMBER 1985 a good Honours graduate to teach BIOLOGY at all levels, including 'A' level and Oxbridge Scholarship.

Ability to teach swimming and possibly to organise the Swimming in the School would be a considerable advantage. Accommodation may be available.

Further details may be obtained from The Headmaster.

Applications with full curriculum vitae and the names and addresses of two referees should be sent to The Headmaster, Sedbergh School, Sedbergh, Cumbria LA10 5HG, by 21st DECEMBER 1984. (35524) 184824

HAMPSHIRE
ST NICHOLAS' SCHOOL
Fleet, Hants.

Required for September 1985.

HEAD OF PHYSICS

A Graduate Teacher of Physics required. Candidate must be capable of teaching Physics to 'A' Level. Ability to teach Mathematics an advantage. Salary by negotiation. Further details from the Headmistress. The School has a new purpose-built Science Block with fully equipped laboratories.

Apply in writing to the Headmistress giving curriculum Vitae and names of two referees. (35860) 184824

LONDON
BETH SHAMMAI GRAMMAR SCHOOL
14 Westbland Road, London NW4 2AE
Required for September 1985 a Qualified Young teacher of Physical Education, with French or German as a professional subsidiary. The post will include full involvement on the games field programme for the year. The school will soon have a large new Sports Hall in operation, with facilities for a wide range of indoor activities; and our main games are hockey, Cricket and Athletics. A willingness to be fully involved in the non-academic life of a boarding school would be a decided advantage.

Applications, with curriculum vitae and the names of two referees should be sent to the Headmaster, Pierrepont School, Frensham, Farnham, Surrey GU10 3BN (261541) 184224

SURREY
COMMONWEAL LODGE SCHOOL
Woodcote Lane, Purley, Surrey
Required in January part-time Teacher of Physical Education: ability to teach Lacrosse an advantage.

Apply in writing to the Headmistress, with c.v. and names of 2 referees. (26353) 184224

KENT
BROMLEY
BROMLEY HIGH SCHOOL
(G.P.D.S.T.)
Blackbrook Lane, Bickley, Bromley, Kent BR1 2TW
PHYSICAL EDUCATION specialist required in January for this girls' school temporary appointment for two terms only. Junior and Senior school work, including hockey, netball, gymnastics, trampolining, tennis, athletics, rounders and badminton.

Please apply by letter (no forms) to the Headmistress at the school, giving details of qualifications and experience and names of two or more referees. 184224 (38702)

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URSULINE CONVENT
15 The Downs, Wimbledon, London SW20 8HD
Girls R.C. Comprehensive High School
13 - 18, 910 on roll
Required immediately, temporary part-time (.6) teacher of Physical Education to have responsibility for Hockey.

Applicants will also be required to teach Biology to G.C.S.E. Level.

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PIERREPONT SCHOOL
Frensham
(260 pupils 11 - 18)
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COMMONWEAL LODGE SCHOOL
Woodcote Lane, Purley, Surrey
Required in January part-time Teacher of Physical Education: ability to teach Lacrosse an advantage.

Apply in writing to the Headmistress, with c.v. and names of 2 referees. (26353) 184224

Science

Heads of Department

EDINBURGH
EDINBURGH MERCHANT COMPANY SCHOOLS

DANIEL STEWART'S AND MELVILLE COLLEGE

PRINCIPAL TEACHER OF BIOLOGY

Candidates are invited for the post of Principal Teacher of Biology in this large Independent School which has 710 boys in the Senior School. The successful candidate would be Head of a Department with two assistant teachers and shares a Laboratory Assistant with the Chemistry Department. The School prepares candidates for the examinations of the Scottish Examination Board. A very high percentage of all boys remains for a Sixth Year and study for the Certificate of Sixth Year Studies. About 70% of the Sixth Form go to Universities including Oxford and Cambridge. It is hoped to make this appointment for the 25th January, 1985.

Apply in writing to The Principal, Bentley School, Sesion Road, Hayes, Kent enclosing CV and names of two referees. (35487) 185618

Other Assistants

LONDON
THE ALBANY COLLEGE
32/34 Lawrence Road, Hendon, London NW4

Independent 5th & 6th Form College

200 Students

Owing to expansion from January 1985 we will require an enthusiastic part-time teacher for Law at O and A level.

Salary on the Burnham Scale, fully contracted position.

Other Assistants

LONDON N16
Fully Qualified Infant Teacher required Burnham Scale, from January 1985, by Independent School.

Apply in writing: Lubavitch House School, 107-115 Stamford Hill, London N16 5RP. (25220) 185624

WILTSHIRE
Required in April, 1985, a qualified teacher to take our present Nursery Class of children 3½ - 4½ years, and existing Pre-Preparatory Department in response to parental demand.

Please apply in manuscript to the Headmaster, Northaw School, West Tytherley, Salisbury SP5 1NH. Please enclose a full typed c.v. the names and addresses of two referees and, if you dare, a passport-type photograph. (26080) 185624

WORCESTER
KINLOSS SCHOOL
Kinloss School is moving from Southerton to Worcester in January and requires teaching and non-residential staff in various subjects. We have a secondary boarding school for boys of normal intelligence but with learning difficulties of a dyslexic nature.

Applications are invited from specialist and non-specialist teachers with C.V. and the names and addresses of two referees should be sent to The Headmaster, Kinloss School, Stafford Road, Monyash, Bakewell, Manchester M30 9HN to whom applications with C.V. and the names and addresses of two referees, should be addressed by 11th January, 1985. (35888) 200010

Preparatory Schools

Headships

COLWYN BAY
HEAD
OF
PENRHOS COLLEGE JUNIOR COLLEGE
(I.A.P.S.)
Colwyn Bay

70 Boarding and Day Girls & Day Boys, aged 4 - 11

Required for September, 1985, a dynamic and energetic young person to take over the Headship from Miss K. Russell who is retiring this term. Residential post. Salary: Burnham plus benefits.

Letter of application, curriculum vitae, names of two referees to the Headmaster, Penrhos College, Colwyn Bay, Clwyd LL28 4DA. (35453) 200010

MANCHESTER
BRANWOOD
PREPARATORY SCHOOL

Independent Co-educational Day Pre. 135 pupils 3 - 11 years

The Governors invite applications for the post of Head from commencement of the Winter Term 1985. Applicants should be graduates, preferably United Kingdom University and fully qualified and experienced teachers. Ability to teach Swimming in the School would be a considerable advantage. Accommodation may be available.

Further details may be obtained from The Chairman of the Governors, Brynwood Preparatory School, Stafford Road, Monyash, Bakewell, Manchester M30 9HN to whom applications with C.V. and the names and addresses of two referees should be addressed by 11th January, 1985. (35888) 200010

DEVON
RAVENSWOOD
PREPARATORY SCHOOL
(I.A.P.S.)
The Headship will fall vacant in September 1985. Candidates must be graduates and preferably married.

Application form and details sent on written request to The Headmaster, Ravenswood Preparatory School, Wondyhigh Court, Tiverton, Devon EX16 9PN. (27649) 200010

MANCHESTER
BRANWOOD
PREPARATORY SCHOOL

Independent Co-educational Day Pre. 135 pupils 3 - 11 years

The Governors invite applications for the post of Head from commencement of the Winter Term 1985. Applicants should be graduates, preferably United Kingdom University and fully qualified and experienced teachers. Ability to teach Swimming in the School would be a considerable advantage. Accommodation may be available.

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ST NICHOLAS' SCHOOL
Fleet, Hants.

Required for September 1985.

HEAD OF PHYSICS

A Graduate Teacher of Physics required. Candidate must be capable of teaching Physics to 'A' Level. Ability to teach Mathematics an advantage. Salary by negotiation. Further details from the Headmistress. The School has a new purpose-built Science Block with fully equipped laboratories.

Apply in writing to the Headmistress giving curriculum Vitae and names of two referees. (35860) 184824

LONDON
BETH SHAMMAI GRAMMAR SCHOOL
14 Westbland Road, London NW4 2AE
Required for September 1985 a Qualified Young teacher of Physical Education, with French or German as a professional subsidiary. The post will include full involvement on the games field programme for the year. The school will soon have a large new Sports Hall in operation, with facilities for a wide range of indoor activities; and our main games are hockey, Cricket and Athletics. A willingness to be fully involved in the non-academic life of a boarding school would be a decided advantage.

Applications, with curriculum vitae and the names of two referees should be sent to the Headmaster, Pierrepont School, Frensham, Farnham, Surrey GU10 3BN (261541) 184224

MIDDLESEX
HALLIFORD SCHOOL
Russell Road, Shepperton, Middlesex TW17 9HX

Required for April or September 1985 a teacher of Physics at this Independent Boys' School. The successful candidate will be responsible for the teaching of Physics throughout the school up to 'A' level standard. A capacity to help with Computer Education would be an advantage. The salary is in accordance with Burnham scale one plus £1,678 (Halliford and London Allowances.) There are also good opportunities for promotion to Burnham scales two and three.

Applications in writing, together with curriculum vitae and names and addresses of two referees, should be addressed to the Headmaster. (35138) 184824

Other than by Subject Classification

Heads of Department

BROMLEY
HEAD OF JUNIOR SCHOOL
Owing to family illness, required April 1985. Applications invited from suitably qualified and experienced graduate teachers with particular interest in the curriculum and the teaching of Mathematics and English.

Apply in writing to The Principal, Bentley School, Sesion Road, Hayes, Kent enclosing CV and names of two referees. (35487) 185618

Other Assistants

LONDON
THE ALBANY COLLEGE
32/34 Lawrence Road, Hendon, London NW4

Independent 5th & 6th Form College

200 Students

Owing to expansion from January 1985 we will require an enthusiastic part-time teacher for Law at O and A level.

Salary on the Burnham Scale, fully contracted position.

LONDON N16
Fully Qualified Infant Teacher required Burnham Scale, from January 1985, by Independent School.

Apply in writing: Lubavitch House School, 107-115 Stamford Hill, London N16 5RP. (25220)

Education Department

PRINCIPAL

Group 5 (b) £21,142 p.a.

Handsworth Technical College,
The Council House, Soho Road,
Birmingham B21 9DP.

Due to the promotion of the incumbent, the successful applicant will be expected to take up this appointment at the beginning of the summer term, ie. 15 April 1985.

Applicants must be capable of meeting the particular educational challenges that Handsworth Technical College presents in an imaginative and innovative way and build on the successful record of the College.

Application forms (returnable by Friday, 4 January 1985) and further particulars from the Chief Education Officer, Further Education Branch (Room 118), Education Office, Margaret Street, Birmingham B3 3BU.

An equal opportunities employer.

BIRMINGHAM CITY COUNCIL

EDUCATION DEPARTMENT

THANET TECHNICAL COLLEGE

APPOINTMENT OF

VICE-PRINCIPAL (GROUP 6)

Applications are invited for the appointment of Vice-Principal, which becomes vacant from the beginning of the Summer Term 1985 on the promotion of the present post holder to a Principal's post. In addition to the normal duties of a Vice-Principal the successful candidate will assume some responsibilities for the operation of Kingsgate House, a tent County Council residential training centre affiliated to Thanet Technical College.

Salary within range £18,330–£19,311.

Application forms and further details (enclose sae) obtainable from the Divisional Education Officer, Education Offices, Denemount, The Vale, Broadstairs CT10 2VZ, to whom completed forms should be returned by Friday, 28th December, 1984.

(5128)

KENT COUNTY COUNCIL

PREPARATORY SCHOOLS
continued

Economics & Business Studies

Other Assistants

MIDDLESEX

HEATHFIELD SCHOOL
Beaulieu Drive, Pinner, Middlesex

Tel: 01-868 2346

REQUIRED FOR JANUARY. Part-time teacher for Sixth Form Economics and some Middle school History. Boreham Scale plus Outer London Allowance.

Apply either by telephone or in writing to The Headmistress. (265444) 202224

Religious Education

Other Assistants

CO. DURHAM

HURWORTH HOUSE PREPARATORY SCHOOL
Required for January 1985, a full-time, SINGLE, RESIDENT, permanent or temporary teacher to take Scripture to 7.S.S., and some general subjects with lower forms. Sporting interest an advantage as is a commitment to Prep School boarding life.
Apply to the Headmaster, Hurworth House School, Hurworth on Tees, Darlington DL2 2AD. Tel: (0325) 720645. (26418) 204494

Science

Heads of Department

NORTHAMPTONSHIRE

WELLINGBOROUGH JUNIOR SCHOOL
IAPS Co-educational. 260 boarding/day 8 - 13
Required for September 1985, a Head Of Science. Applicants should be able to teach to scholarship level for entry to Senior Schools, have an interest in games, and be willing to offer help with games and extra curricular activities.
Salary Burnham Scale 3. Accommodation could be available.
Applications including curriculum vitae and names, addresses and telephone numbers of two referees should be sent to: The Headmaster, The Junior School, Wellingborough School, Northamptonshire NN8 2BU. (26508) 204818

Other than by Subject Classification

Other Assistants

SURREY

INFANT TEACHER

Scale 1 plus Outer London allowance

Required in January/February 1985, an Infant Teacher for this Independent School as Class Teacher for five/six year olds. Candidates able to offer music and games would be an advantage.

Applications in writing to the Head Mistress, Broomfield House School, Broomfield Road, Kew Gardens, Richmond, Surrey. (26539) 110022

BUCKINGHAMSHIRE

SWANBOURNE HOUSE SCHOOL
Swanbourne, Bucks. MK17 0HZ

Required April 1985, an enthusiastic and well-qualified teacher to take charge of ART throughout the school.

Applicants must be able to offer an academic subject at a junior level (French would be welcome). A willingness to share extra-curricular interests with the children and to participate in evenings and weekend activities is essential. Salary above Burnham. Unmarried accommodation available.

Swanbourne House School is set in 25 acres of mainly wooded grounds in the village of Swanbourne, midway between Aylesbury and Buckingham. (I.A.P.S. - Co-ed., boarding and day).

Applications in writing please with full C.V. and names of two referees to the Headmaster. (Tel: 029 671 [illegible]) 205624

DORSET

CLAYESMORE PREPARATORY SCHOOL
Blandford
IAPS Co-educational 4 - 13
260 children
Required for January 1985 a teacher with a particular interest in, and qualified for, coaching swimming, and who is keen to participate in extra-curricular activities and will undertake supervisory duties. This is a new appointment to coincide with the opening of our new Sports complex which includes a 25m heated swimming pool.
Burnham salary scale. Government superannuation.
Written application with curriculum vitae, telephone number, and names of two referees to the Headmaster, Clayesmore Preparatory School, Iwerne Minster, Blandford, Dorset DT11 8PR. (26354) 205624

WEST SUSSEX

PENNTHORPE SCHOOL
I.A.P.S. co-educational boarding and day school
Required for January, 1985, Primary Trained Teacher for 7 - 8 years age range. Ability to play the piano and/or record an advantage.
Application with C.V. and names of two referees to the Headmaster, Pennthorpe School, Rudgwick, Horsham, Sussex RH12 3HJ. (26300) 205634

Colleges of Further Education

Heads of Department

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE

READING COLLEGE OF TECHNOLOGY

HEAD OF DEPARTMENT GRADE IV

SCIENCE: MATHEMATICS AND COMPUTING

This is a senior post in the College and candidates should be graduates with appropriate experience in educational management of more than one academic discipline.

The post becomes vacant on the retirement of the present Head on 30th April 1985.

Application forms and further particulars may be obtained from the Principal, Reading College of Technology, King's Road, Reading RG1 4HJ (Reading 583501).

AN EQUAL OPPORTUNITY EMPLOYER. (26347) 220018

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

KITSON COLLEGE OF TECHNOLOGY
Cookridge Street, Leeds LS2 8BL
Tel: 430381
Principal: Mr. R. J. O'Brien

APPOINTMENT OF VICE PRINCIPAL (GROUP 6)

Salary: Within the range £18,330–£19,311

Applications are invited from suitably qualified persons for the post of Vice-Principal of Kitson College of Technology, which becomes vacant on 1st September, 1985. Candidates are asked to note that the City Council has agreed in principle to a re-organisation of 'tertiary education' in the city and it is anticipated that Kitson College will play a major role in this development.

Details and application forms are available from the Director of Education, (PE/4), Leeds City Council, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT. Telephone: 462701

PARK LANE COLLEGE OF FURTHER EDUCATION
Park Lane, Leeds LS3 1AA
Telephone: 443011
Acting Principal: Mr. J. E. Bayley, LLb, DPA, DEM

APPOINTMENT OF PRINCIPAL (GROUP 5)

Salary: Within the range £20,448–£21,489

Applications are invited from suitably qualified persons for the post of Principal of Park Lane College, which becomes vacant on 1st September, 1985. The College is the leading city centre college for business, secretarial and general education. Candidates are asked to note that the City Council has agreed in principle to a re-organisation of 'tertiary education' in the city and it is anticipated that Park Lane College will play a major role in this development.

Details and application forms are available from the Director of Education (PE/5), Leeds City Council, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT. Telephone: 462701

LEEDS IS AN EQUAL OPPORTUNITY EMPLOYER (0707)

COVENTRY CITY COUNCIL

COVENTRY TECHNICAL COLLEGE
Principal: John Temple

VICE PRINCIPAL

Salary: £19,515 – £20,502 (Group 7)

The Governors of the College invite applications for this important post tenable from 1st May 1985 or earlier if possible.

This long-established college, under a recently appointed Principal, is entering a period of significant change and development; the Vice Principal will take major responsibility for the assessment and management of a comprehensive and integrated education programme for the college.

Candidates will have had: significant management experience; close working contacts with and a detailed knowledge of further education colleges; direct personal responsibility for managing a budget; and a demonstrable involvement in identifying and meeting the training and retraining needs of industry and commerce. A direct and fluent spoken and written style will be an advantage.

The preferred age-range is 35–45; a developed sense of humour is important; a clear, uncluttered and perceptive mind is essential.

The person appointed will have realistic expectation of appointment to a Principalship in about four years time.

Please telephone 0203 25555 ext. 2861 for further particulars and an application form, which is to be returned to the Director of Education, Council House, Coventry, CV1 5RR, by *Monday 17th December 1984.*

(0709)

an equal opportunity employer

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bct
Brighton College of Technology

Department of Commerce

HEAD OF DEPARTMENT (GRADE V)

The newly created post of Head of Department of commerce (combining work in the present Business Studies and Office Studies departments) will become available from 1st September 1985 following the retirement of the present Head of Faculty, but the successful applicant will be expected to take up the appointment as Head of Department (designate) on 1st May, 1985.

The Governors seek to appoint a person with Further Education experience at a senior level, suitably qualified by degree and/or professional membership, and with a broad interest in Professional Business and Office Studies.

Salary £16,098 – £17,877.

Further details and application forms from the Principal, Brighton College of Technology, Pelham Street, Brighton, East Sussex BN1 4FA.
Tel. (0273) 685971, ext. 204.
Closing date January 7, 1985.

(0994)

Gwent County Council

CROSSKEYS COLLEGE

HEAD OF DEPARTMENT OF TECHNOLOGY (GRADE 4).

Applicants should be appropriately qualified with substantial experience of teaching and departmental administration. The Department offers full and part-time craft and technician courses in electrical and electronic fabrication and welding, mechanical and motor engineering in this well established tertiary college.

Salary Scale: £14,799 – £16,578.

This is a re-advertisement, previous applicants will automatically be reconsidered.

Application forms and further information obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent, NP44 2XG, on receipt of a s.a.e. should be returned to the Principal by the 31st December, 1984.

(0709)

Cable T.V. as a Training Media Could you break new ground?

Cable T.V.'s development has been rapid. And many of its capabilities have yet to be fully explored. But now we can offer you the unique opportunity to explore tomorrow's training technology, today.

Project Director

(One Year Assignment)
c.£13,500 p.a.

You'll head up a small team to investigate whether the Guildford Cable T.V. Network could be used as an effective adult training delivery system.

This innovative one-year project – starting in February 1985 – is jointly funded by the MSC and DES to the tune of £50,000 – with all the latest kit supplied by Rediffusion. Involvement, after January 1986 would depend upon the success of the project and future developments – particularly in the area of production of training materials.

In more detail, your purpose will be to investigate (1) the training needs of companies located in the Guildford area and (2) the technical potential of a Cable network for training purposes; then produce trial training packages.

Obviously, you will also be involved in project planning and reporting, budgeting the recruitment of part-time staff and, in fact, everything associated with directing a cost-efficient exercise.

Apart from experience in staff/money management and selling and working to objectives, you will need some expertise in either commercial/industrial training or in television/video production. Drive, enthusiasm and the ability to make effective contacts with the local business community are all important.

Interested? Then please send a full c.v. to: Dr A. J. Haydon, Guildford County College of Technology, Stoke Park, Guildford GU1 1EZ. Closing date: 31st December 1984.

(0702)

COLLEGES OF FURTHER EDUCATION
continued

HERTFORDSHIRE

ST ALBANS COLLEGE
29 Hatfield Road, St Albans, Herts.

(Tel: 60423)

HEAD OF DEPARTMENT OF GENERAL STUDIES (Grade V)

Applications are invited for the above post which becomes vacant on 1 May 1985 on the retirement of the present holder.

Candidates should be appropriately qualified and have substantial teaching and administrative experience in further education.

Further details and application forms are available from the principal to whom they should be returned by 31 December. Interviews will be held in January. (26443) 220018

SUNDERLAND

BOROUGH OF SUNDERLAND WEARSIDE COLLEGE OF FURTHER EDUCATION
CURRICULUM DIRECTOR BUILDING
PRINCIPAL LECTURER GRADE I
Applications are invited for this post from those with appropriate academic/professional qualifications with good administrative, teaching and industrial experience. Duties to commence 1st April 1985.
Application forms and further details may be obtained from The Principal, Wearside College of Further Education, Saxon View Road West, Grangetown, Sunderland. Tel: 670704, to be returned by 21st December, 1984. (30519) 220018

Other Appointments

AVON COUNTY

SOUNDWELL TECHNICAL COLLEGE
St Stephen's Road, Soundwell, Bristol BS16 4RL Tel: Bristol 675101
LECTURER GRADE I PRE-NURSING AND CARING STUDIES
(Temporary full-time post for two terms). Applicants should preferably have nursing experience and will teach specialist subjects to Pre-Nursing and Community Care Students. It is hoped that candidates will also be able to offer General Studies, Sociology or English.
Further details and application form, returnable by 21st December 1984, from the Chief Administrative Officer.
Avon is an equal opportunities employer. (26438) 220026

BARNSLEY

METROPOLITAN BOROUGH COUNCIL
BARNSLEY COLLEGE OF TECHNOLOGY
Church Street, Barnsley S70 2AN
Required for January 1985 or as soon there after, LECTURER I IN COMPUTER STUDIES.
To join an enthusiastic team of staff and teach on a range of courses including 'O' and 'A' level Computer Science, BTEC Diplomas and New Threshold Computer Studies.
Application forms and further details (S.A.E. please) are available from the Principal at the College of Technology to whom they should be returned within 14 days of the appearance of this advertisement. 220026

BIRMINGHAM CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

COLLEGE OF FOOD AND DOMESTIC ARTS
Summer Row, Birmingham B3 1JB

LECTURER GRADE I IN BAKERY TECHNOLOGY

Salary: £5,910 - £10,512

Applicants should possess a National Diploma in Baking or Full Tech. Certificate or other appropriate qualifications and industrial experience. Experience in teaching and/or training desirable but not essential. Duties will commence as soon as possible.

Further details and application forms are available from the principal to whom they should be returned by 31 December. Interviews will be held in January. (26443) 220018

HALL GREEN TECHNICAL COLLEGE
Cole Bank Road, Birmingham B28 8ES

DEPARTMENT OF ENGINEERING

LECTURER I - MOTOR VEHICLE SUBJECTS

Salary: £5,910 - £10,512

The successful applicant will be expected to have C&G Full Technological Certificate in Automobile Engineering (or equivalent), and relevant industrial experience.

Please contact the Principal's secretary for an application form and further details. (Tel: 778 2511). (35830) 220026

DUDLEY METROPOLITAN BOROUGH

(Equal Opportunity Employer)

HALESOWEN COLLEGE

LECTURER GRADE I - FOOD SERVICE

Lecturer Grade I (either permanent or temporary) required to teach Food and Wine Service from 1st January. Salary £5,910 - £10,512.

Further details from Principal, Halesowen College, Whittingham Road, Halesowen, West Midlands B63 3NA (Tel: 021-550 1431). (26425) 220026

STOURBRIDGE COLLEGE OF TECHNOLOGY & ART

LECTURER I FOR GENERAL ART & DESIGN

£5,910 - £10,512

For January for B/TEC and Foundation and Design Courses to teach as a specialist textile designed and to contribute as a tutor and lecturer in general design studies. Teaching experience is essential preferably with experience of preparing students for admission to B.A. Art and Design textile areas and B/TEC Higher National Diploma courses in art and design.
Application forms/details from Principal's Secretary, Stourbridge College, Hagley Road, Stourbridge, West Midlands DY8 1QU. (26435) 220026

CHESHIRE

EDUCATION COMMITTEE
NORTH CHESHIRE COLLEGE
DEPARTMENT OF BUSINESS MANAGEMENT AND TRADE UNION STUDIES
SENIOR LECTURER
Required as soon as possible to coordinate BTEC Higher Certificate Courses.
Application form and further particulars available from: Principal Administrative Officer, North Cheshire College, Padgate Campus, Fearnhead, Warrington, Cheshire WA2 0DB. Closing date Thursday 3rd January, 1985. (35935) 220026

CHESHIRE

EDUCATION COMMITTEE
NORTH CHESHIRE COLLEGE
DEPARTMENT OF BUSINESS MANAGEMENT AND TRADE UNION STUDIES
LECTURER II IN BUSINESS STUDIES
Required as soon as possible
LECTURER I IN BUSINESS STUDIES (January start date available).
Application form and further particulars available from: ISAE, Principal Administrative Officer, North Cheshire College, Padgate Campus, Fearnhead, Warrington, Cheshire WA2 0DB. Closing date Thursday 20th December 1984. (35750) 220026

City of Manchester
South Manchester Community College

8 Teaching Posts

Applicants should be suitably qualified with teaching and/or relevant experience

A Lecturer Grade 1
£5,910 – £10,512 per annum
Based at the Fielden Park Centre, Didsbury

1. N.N.E.B. Vocational Subjects
Ref A/FP/CS/3)

To work within the Child Study, Area with NNEB students and those on Foundation Courses, with special reference to mathematics and science

2. COMMUNICATIONS
(Ref: A/FP/LR/4)

Based in the Open Learning Workshops.

Experience in teaching English Language and Literature across a wide spectrum including GCE 'A' level and remedial work, business English and servicing is essential as is the ability to show a flexible and innovative approach to methods of learning.

3. MEDICAL TERMINOLOGY AND CLINICAL PROCEDURE
Ref: A/FP/BS/5)

Required to teach Medical Terminology and Clinical Procedure to Post 'A' and 'O' level students studying for the Diploma of the Association of Medical Secretaries and Receptionists. An ability to teach social services with special reference to the health service is necessary.

4. BUSINESS STUDIES
(Ref: A/FP/BS/6)

Required to teach business related modules on B/TEC courses at both National and General level or as required on other courses. Experience and a willingness to contribute to the development of Business is essential.

Based at the Wythenshawe Park Centre

5. GENERAL ART AND DESIGN
(Ref: A/WP/GE/6)

To teach on GCE 'O' and 'A' level courses, Florists and Display, and courses for the handicapped.

A willingness to contribute in backing up other operations in the unit – including graphic design fabric development three – dimensional design and ceramics – and future course developments is necessary.

6. MATHEMATICS
(Ref: A/WP/S/7)

Required to teach full time and evening students on GCE 'O' and 'A' level courses; TEC and short courses and to assist with the Open Learning Workshops at the Fielden Park Centre.

Based at the Chorlton Park Centre

7. THREE-DIMENSIONAL DESIGN
(Ref: A/CP/GE/2)

A true 3-D specialist is required who can build up the work of the unit to include full and part-time courses in wood, metal and plastics. Design is a very important aspect of the functions of the unit. You should also be able to offer general drawing coupled with a personal specialism.

B Lecturer Grade II
£7,548 – £12,099 per annum
Based at the Wythenshawe Park Centre

8. COMPUTING
(Ref: A/WP/T/8)

It is essential to have a degree in Computing or an allied subject, with significant teaching experience including GCE 'A' level Computing.

The role of the post includes the organisation of the Unit and some experience of educational management is expected. Evidence of a special interest in Computer Assisted Learning is necessary.

Application forms and further details for *all the above posts* are available from the Senior Administrative Officer, South Manchester Community College, Wythenshawe Park Centre, Moor Road, Manchester, M23 9RQ. Telephone: 061-902 0131.

Closing Date: 21 December 1984.

Manchester City Council is an Equal Opportunity Employer and we positively welcome applications from women and men, regardless of their racial, ethnic or national origin, disability, age, sexuality, or responsibilities for dependants.

(Cr/87)

Strathclyde Department of Education

Further Education

All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

SENIOR LECTURER/LECTURER

Stow College, 43 Shamrock Street, Glasgow G4 9LD

Electrical and electronic engineering, senior lecturer 'A', degree of a British University or other appropriate qualification. Chartered engineer membership preferable. Substantial experience in teaching electrical and electronic engineering to technicians at scotec higher certificate or equivalent level. Administrative experience in further education is desirable.

Electrical and electronic engineering, lecturer 'A' degree of a British University or other appropriate qualification. The work will be concerned broadly with power electrical engineering.

Salary Scales:

SENIOR LECTURER 'A'	£12,777-£14,184 (Bar) £16,104
LECTURER 'A'	£8,886-£12,777 (Bar) £13,716

Placing on the salary scale will be given for relevant experience.

Forms of application and further particulars can be obtained from the college concerned to whom completed applications should be returned not later than 21 December 1984.

EDWARD MILLER
DIRECTOR OF EDUCATION

(3109)

LONDON COLLEGE OF DANCE AND DRAMA
10 Linden Road, Bedford

Applications are invited for the post of

PRINCIPAL

commencing 1 September 1985

on the retirement of
Miss Phrosso Pfister

Details and job description from:
P. J. Pearson,
Clerk to the Governors,
Imperial Society of Teachers of Dancing,
Euston Hall,
Birkenhead Street,
LONDON WC1J 8BE.

Closing date 14 January 1985.

(5113)

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ilea Inner London Education Authority

HACKNEY COLLEGE

Vice Principal
(Group 7H)

Applications are invited for the post of Vice Principal from persons with successful experience of management at a senior level in Further Education.

Hackney is a multi-site College serving the North East quadrant of London and offering a good range of basic and developmental courses.

Salary: £20,007 (plus £1,038 Inner London Allowance).

Application forms and further details obtainable from/ returnable to Senior Administrative Officer, (Room 117) Hackney College, Keltan House, 89 Mare Street, E8 4RG. (Tel: 01-985 9464 Ext. 282). Closing date 21 December 1984.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

(5048)

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ilea Inner London Education Authority

SOUTH WEST LONDON COLLEGE

VICE-PRINCIPAL
(7L)

Applications are invited from experienced and imaginative educationalists with a background in the field of Management and Business education and knowledge of commerce and industry.

Candidates should be graduates and/or professionally qualified with the necessary leadership qualities and broad educational experience at senior level. The College top management team of the Principal and two Vice-Principals is so structured that a high level of interchangeability of functions between the three is essential.

Salary: £19,515 plus £1,038 Inner London Allowance.

Further details and forms of application returnable within 14 days from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0TQ. (Ref T30H).

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

(5048)

ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award. LECTURER GRADE I (and part-time pro rata). On an incremental scale within the range of £6,910-£10,512 sterling, point depending on qualifications, training and experience. LECTURER GRADE II £7,648-£12,099. SENIOR LECTURER £11,175-£13,128. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £1,335. All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications on job share appointments will only be considered if submitted on a paired basis. A register of potential Job Sharers is maintained by Ms. H. Brockman, EDFH/REC, DPPB, Room 268F, The County Hall, London SE1 6PB. ILEA is an equal opportunities employer.

CITY & EAST LONDON COLLEGE

Bunhill Row, EC1Y 8LQ

Department of Applied Social Studies and General Education

LECTURER in Multi-Skills

(Post No. 8307)

Required from January 1986, a Lecturer, Grade I, to teach Multi-Skills on a range of courses within the department. Applicants should have appropriate craft or design/technology qualifications.

Further details and an application form are available from the Secretary to the Vice Principal (telephone 01-628 0864) and should be returned by 21 December 1984.

PART-TIME LECTURER English Language 'O' Level and ESL

Required from January 1985 for Spring Term, to teach students studying on a Social Access Course, an Adult Foundation Course and an 'O' level Language Course. Students require language support and applicants should have ESL qualifications.

For further details please apply to Departmental Secretary, telephone 01 628 0864, extension 35.

KINGSWAY-PRINCETON COLLEGE

Department of Business Education and Legal Studies

(1) LECTURER I

required as soon as possible for this multicultural college to teach mainly on YTS schemes. Applicants should be able to make a variety of inputs including keyboarding, clerical and receptionist skills and should be keen to be involved in wider aspects, such as tutoring, assessment, social and life skills and the personal development of trainees.

(2) LECTURER I

required as soon as possible for this multicultural college for Information Technology to teach information and word processing, as well as some computer literacy on a range of business, secretarial and clerical courses. This will include a significant input into YTS schemes.

(3) TEMPORARY LECTURER I is required for this Multi-cultural College for one term only, from 1st January 1986, to teach on BTEC National courses. Priority areas are Accounts, and the Legal and Economic aspects of Module 3/4.

Application forms and further details for all the above posts from: Mandy Richards, Kingsway Princeton College, Sidmouth Street, Grays Inn Road, WC1N 2LS. Tel: 01-278 0541 ext 248 Closing date: 21st December 1984.

NORTH LONDON COLLEGE

Camden Road, Holloway, N7 0SP

Tel: 01-609 2983

North London College is the central institution in Islington providing education and training opportunities for the 16-19 age-range and for continuing education. It has an established reputation for curriculum innovation and service to the community

Applications are invited for the following posts:-

(1) LECTURER I IN MATHEMATICS

Required from 1 January 1986, or as soon as possible thereafter, a lecturer Grade I in Mathematics. The person appointed will be required to teach mathematics and related topics (eg statistics, quantitative methods, ect) to a range of courses, together with assisting in the development of teaching through workshop strategies. Preferred candidates will be teacher educated and experience of teaching the 16-19 age range would be an advantage.

(2) LECTURER I in Computing

(Two Posts)

Required as soon as possible, two lecturers to teach computing in a range of courses across the college, including GCE 'O' and 'A' level B/TEC Computer Studies, City & Guilds 748/747 and computer literacy as an element of other courses. For one of the posts, the candidate will be expected to be familiar with the use of software packages in the commercial environment, and will be expected to take a major role in developing the use of such packages in Business Studies courses in the college, and to teach on Business Studies courses using such packages. Applicants should be familiar with the major programming languages and be suitably qualified. Teaching and commercial/industrial experience would be desirable.

(3) LECTURER I in Vocational Communication

Required as soon as possible a Lecturer Grade I to assist in the maintenance and development of the Communication Workshops, and with the LI Co-ordinator for CPVE and LII Vocational Communication to teach and develop materials and curricula for Vocational and Pre-Vocational courses.

Application forms and further details are available from Suella Costa at the above address to whom they should be returned no later than 21 December 1984.

SOUTH EAST LONDON COLLEGE

Lewisham Way, SE4 1UT

Tel: 01-691 0006 (24 hour Answering Service)

Department of Business and Administrative Studies

LECTURER in Business Studies (Ref. BAS84)

Applications are invited for the post of Lecturer II to teach accounting, typing to Business Studies and Professional students. Applicants should possess a recognised Accounting qualification and/or at a relevant degree. Previous teaching experience would be an advantage.

Assistance may be given towards household removal expenses.

Further information and application forms may be obtained from the College at the above address – Tel: 01-691 0006 (24 hour Answering Service). Application forms to be returned by 21st December 1984. It is essential to quote the correct reference number

SOUTH LONDON COLLEGE

Knights Hill, SE27 0YX

Department of Telecommunication and Electronics

LECTURER I required to teach principles and practice of Radio and Electronics. Teaching duties will relate to B/TEC Certificate/Diploma Courses. A knowledge of micro-electronic techniques is expected.

Further details and application forms, obtainable from the Deputy Administrative Officer, to be returned by 11 January 1985.

SOUTH THAMES COLLEGE

Wandsworth High Street, SW18 2PP

Department of General Studies

LECTURER I/YTS Course Tutor

Post Ref: GS/39-84

Required for April 1985, to act as Course Tutor for a thriving Mode B2 college-based YTS group and assist in the co-ordination of other YTS work in the department

Applicants should have had sound experience in teaching one or more YTS core skills such as numeracy, communication skills, world of work, etc., and should be prepared to teach at agreed times during the extended college year.

Application forms and further details obtainable from the Principal's Secretary, returnable within 14 days of appearance of advertisement. Please quote ref. number and enclose stamped addressed envelope.

SOUTHWARK COLLEGE

The Cut, SE1 8LE

SENIOR LECTURER (SL62) required immediately to act as Deputy to the Head of Department of Business Studies.

The person appointed should have substantial Business administrative and teaching experience within further education and beyond and be prepared to develop courses within the broad field of pre-vocational and vocational education. The post will involve extended college year work.

Further details and application forms obtainable from the Senior Administrative Officer/PS at the College (01-928 9561) returnable by Friday 4 January 1985.

(0950)

CAMBRIDGESHIRE

COMPUTING TEACHING TEAM LEADER

(LECTURER GRADE II, SALARY £7,648 – £12,099 PER ANNUM)

Could you lead an enthusiastic team in teaching methods and staff training within our Computing Section? The right person should be familiar with current computing technology, also highly motivated, with the initiative to take the opportunity to develop management skills in College's management structure. The section enjoys a high reputation and offers a range of full and part time courses to B.E.C. National Diploma in Computing.

If you have the appropriate professional and educational qualifications and feel you are the person we are looking for, why not ring Colin Bedford on Wisbech 0945 582561 and talk the job over or write for details and application form, returnable within 14 days (SAE required) of this advertisement, to Christine Frisby, Assistant Principal Staff, Isle College, Ramnoth Road, Wisbech PE13 2JE.

(0941)

COLLEGES OF FURTHER EDUCATION

continued

GLOUCESTERSHIRE

GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY

DEPARTMENT OF MANAGEMENT & BUSINESS STUDIES

LECTURER GRADE I IN BUSINESS STUDIES - 3 POSTS AS FOLLOWS:-

POST NO. 9970084 LECTURER IN LAW AND RELATED SUBJECTS

POST NO. 9970092 LECTURER TO TEACH IN BANKING AND RELATED SUBJECTS

POST NO. 9970043 LECTURER IN ACCOUNTING

Applications are invited from suitably qualified and experienced persons for posts requiring specialisms in Law, Accounting, Banking and Law.

Successful candidates will be expected to teach on courses at all levels and be able to offer at least one other subject area.

Salary: £8,010 - £10,512 per annum.

Application form and further details from Administrative Officer (Staffing), Glos. CAT, Oxstalls Lane, Glos. GL2 9HW. S.A.E. PLEASE. (35100) 220026

Lancashire County Council

An Equal Opportunities Employer.

LEYLAND RUNSHAW TERTIARY COLLEGE

Langdale Road, Leyland, Preston

1st May 1985

FOUR POST:

ALL SENIOR LECTURER GRADE

(DEPUTY HEAD OF DEPT.)

1. To head the Language/English Division and act as other Deputy H.o.D. of Humanities.
2. To head of Social Science Division and act as one of two Deputy H.o.D.'s of Humanities.

For the above TWO POSTS teacher trained graduates with experience of G.C.E. 'A' level and F.E. Courses preferred.

3. Business Studies – to act as one of two Deputy H.o.D.'s Ability to teach Accountancy or Information Technology and experience to BTEC and GCE Course an advantage.
4. Secretarial Studies – to act as one of two Deputy H.o.D.'s Previous relevant teaching experience and experience with R.S.A./GCE courses an advantage.

Application forms/further details from/to The Principal at the College. (SAE please).

ACRINGTON AND ROSSENDALE COLLEGE

Sandy Lane, Accrington

1st January 1985, or as soon as possible thereafter

SENIOR LECTURER/DEPUTY HEAD – DEPARTMENT OF DEVELOPMENTAL EDUCATION

Senior Lecturer Grade.

To undertake teaching and administrative duties in this new department which provides Educational Services in E.S.L., Recurrent Education, Special Needs, Liberal Studies and Social Education.

Application forms/further details from/to District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please)

PRESTON W.R. TUSON COLLEGE St. Vincents Road, Fulwood, Preston.

1st January 1985, or as soon as possible thereafter

LECTURER 1 – DIVISION OF COMMUNITY STUDIES – BASIC EDUCATION

To teach Communications and Numeracy to students on Foundation and Vocational Preparation courses.

Applications forms/further details from/to The Chief Administrative Officer at the College. (SAE please).

BURNLEY COLLEGE OF ARTS AND TECHNOLOGY Shorey Bank, off Ormerod Road, Burnley

As soon as possible

TWO POSTS:

LECTURER GRADE 1 – £5,910 – £10,512 p.a.

1. BUSINESS STUDIES – appropriate qualifications/experience in one or more of the following areas:- Accounting, Banking, Law, Commerce and Office Studies.
2. CONSTRUCTION – to teach brickwork – ability to teach plastering preferred. Advance C.G.L.I. and Industrial experience an advantage.

Application forms/further details from/to The Principal at the College. (SAE please).

Re-advertisement

PRESTON W.R. TUSON COLLEGE, St. Vincents Road, Fulwood, Preston

1st January 1985 or as soon as possible thereafter

ASSOCIATE LECTURER – (90% OF LECTURER 1)

To teach Media and Communications Studies to 'A' Level.

Application forms/further details from/to the Chief Administrative Officer at the College (SAE please).

CLOSING DATE FOR ALL THE ABOVE POSTS:- 20TH DECEMBER 1984

(0072)

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

EDUCATION COMMITTEE

RICHMOND UPON THAMES COLLEGE

TEMPORARY LECTURER I (SOCIOLOGY) with effect from 7th January 1985 to June 22nd 1985

Required to teach Sociology to GCE 'O' and 'A' level students and related subjects on other courses. The vacancy is due to maternity leave for full-time member of staff.

SALARY SCALE (LI) £5,910 to £10,512 plus £678 Outer London Weighting Allowance per annum.

Further particulars and application forms, returnable within two weeks of the date of this advertisement may be obtained from the Administrative Assistant - Personnel Section, Richmond Upon Thames College, Egerton Road, Twickenham TW2 7SJ.

Foolscap self addressed envelopes only). (35734) 220026

ESSEX

HARLOW COLLEGE

(A Tertiary College maintained by Essex County Council)

Applications are invited for the following posts to take effect as soon as possible:

Post No. 1 SENIOR LECTURER/ELECTRONIC ENGINEERING

to teach Digital and Analogue Electronics and use of Microcomputers across the range of the Certificate and Higher Certificate programme.

LECTURER II (3 posts)

Post No. 2. Electives Co-ordinator and to develop Outdoor Education.

Post No. 3. N.A.M.C.E.W. Course tutor and to teach Child Development.

Post No. 4. Music - to teach on and develop Performing Arts courses.

LECTURER I (5 posts)

Post No. 5. Hairdressing - to teach Ladies Hairdressing, Cosmetic Make Up and Manicure.

Post No. 6. Computing - to use Computing across a range of courses.

Post No. 7. Child Development/Early Childhood Education - to teach on a range of caring courses.

Post No. 8. Electronic Engineering - to teach to BTEC Certificate level and 111 in Digital Electronics, Radio Electronics and Industrial Electronics.

Post No. 9. Electronic Engineering - to teach to BTEC Certificate level and 111 in Industrial Electronics.

Salary Scales: Senior Lecturer £11,175 - £13,128 (bar) £14,061.

Lecturer II £7,648 - £12,099.

Lecturer I £5,910 - £10,512 plus London Fringe Allowance.

Application forms, together with further particulars, are available from THE PRINCIPAL, Harlow College, College Square, The Hide, Harlow, Essex. (S.A.E. please).

Completed application forms should be returned by 9 January 1985. (38762) 220036

GRAMPIAN REGIONAL COUNCIL

ABERDEEN TECHNICAL COLLEGE

SENIOR LECTURER IN ELECTRICAL AND ELECTRONIC ENGINEERING (SL1 post)

Should have a degree or equivalent qualification and relevant experience in one or more of the following:- Electronics, Instrumentation or Process Control.

SENIOR LECTURER IN FABRICATION AND WELDING ENGINEERING (SL1 post):- Should hold appropriate qualifications such as a Higher Certificate, City & Guilds FTC or equivalent and have relevant experience in Fabrication Engineering.

LECTURER II IN CATERING STUDIES - Should have relevant City & Guilds qualifications and experience in the catering industry. Required to teach Professional Cookery, practical and related theory subjects.

LECTURER II IN GENERAL STUDIES:- Should have a degree or equivalent qualification in English or the Social Sciences. Expertise to teach appropriate subjects to classes at craft and technician level. Further work experience advantageous.

LECTURER II IN MATHEMATICS:- Should have a degree or equivalent qualification. Ability to offer expertise in computing studies advantageous. Teaching experience desirable.

BANFF & BUCHAN COLLEGE OF FURTHER EDUCATION Fraserburgh

SENIOR LECTURER I - GENERAL STUDIES: Should have suitable qualifications and experience to develop and develop Communications, Life & Social Skills and General Studies for a wide range of courses.

LECTURER I - MATHEMATICS/COMPUTING:- Should be suitably qualified, keen to teach Mathematics, Numeracy and Computing in the College, perhaps to H.N.D. Prison, Peterhead.

LECTURER II - SECRETARIAL/BUSINESS STUDIES:- Involved in teaching of a range of SCOTVEC Modular-type courses. Should be suitably qualified.

Application forms and further information on all posts from: Director of Education, Woodhill House, Aberdeen AB9 2AU with whom applications (3 copies) should be lodged by Monday, December 24.

Salary scales: SENIOR LECTURER I £8,688 to £11,835. LECTURER II £7,980 - £10,881. (37650) 220026

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

LOUGHBOROUGH TECHNICAL COLLEGE Radmour, Loughborough, Leicestershire LE11 3BT

SCHOOL OF FOOD, TOURISM AND COMMUNITY STUDIES

LECTURER I IN SOCIAL WORK STUDIES

Lecturer Grade I required from January 1985 to teach Social Work Studies to students from the Community Studies Section of the School. Applicants should have appropriate professional qualifications. A teaching certificate would be an advantage.

Full details and further particulars may be obtained on receipt of SAE from the Principal, Loughborough Technical College.

Closing date: 14 days from the appearance of this advertisement. (38754) 220026

LINCOLNSHIRE

STAMFORD COLLEGE FOR FURTHER EDUCATION

Required as soon as possible:

Lecturer I for English/Communication Studies/General Studies.

Full-time, permanent appointment.

Further particulars and application forms obtainable from: The Principal, Stamford College for Further Education, Drift Road, Stamford PE9 1XA.

Completed application forms to be returned within two weeks of the date of this advertisement. 220026

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE Worting Road, Basingstoke, Hants.

Tel: 54141

LECTURER II IN FOOD PRODUCTION

Required for end of January or as soon as possible, Lecturer II in Food Production. The applicant should have appropriate professional qualifications, industrial/catering experience and preferably a teaching qualification. Teaching to include PT 706/1, 706/2 and BTEC Diploma in Hotel Catering & Institutional Operations.

Salary Scale - Lecturer II - £7,648 - £12,099.

Application forms and further particulars available from the Registrar. (26329) 220026

KENT

COUNTY COUNCIL EDUCATION COMMITTEE MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I IN BUSINESS STUDIES

Applications are invited for the above posts to commence as soon as possible. The appointee will teach at least TWO of the following areas:

(i) The CII Qualifying Examinations.

(ii) Business Organisation, Behavioural Studies and/or Purchasing at BTEC Higher Level

(iii) Accountancy on BTEC and Professional Courses.

Applicants should possess appropriate experience and qualifications.

Application forms and further details available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ (Tel: 0634 41001, Ext. 340) to whom completed application forms should be returned by Friday 21 December 1984. (28643) 220026

COLLS OF FURTHER EDUCATION

continued

MANCHESTER

CITY OF MANCHESTER EDUCATION DEPARTMENT NORTH MANCHESTER COLLEGE

SENIOR LECTURER/ BUSINESS & SECRETARIAL SKILLS (COURSE ANS)

Salary Scale. £11,175 - £14,061

Ref. 24/84

Applications are invited from suitably qualified and experienced candidates for the above post, to be responsible for the co-ordination of secretarial and business skills courses which are offered throughout the college.

The faculty offers RSA National and General TOPS, YTS and other 'A' level courses in addition to service courses within the College.

Closing date 24 December 1984.

Application forms and further details from the Personnel Officer, College of Arts and Technology, Manchester Polytechnic, Type Hall Lane, Manchester M8 6XA. To be returned within seven days of the appearance of this advertisement. (26521) 220026

MANCHESTER

CITY OF MANCHESTER EDUCATION DEPARTMENT NORTH MANCHESTER COLLEGE

Required as soon as possible, Lecturer to teach in the Faculty of Creative Arts Architecture and Design.

Lecturer Woodwork

The college offers a range of courses including Foundation, BATEC courses, Part time and GCE Adult Recreation Classes, City & Guilds Foundation and 7/14.

Industrial and commercial training experience would be advantageous. The College is keen to recruit a young graduate. Flexible lectures who is keen to develop professionally as an Art & Design Lecturer would and to make full use of excellent facilities.

Closing date 21 December 1984.

Further details and application forms are available from the Personnel Officer, North Manchester College, Abraham Moss Centre, Crescent Road, Cheetham Hill, Manchester M8 8UF. Tel: 740 1491. Ext. 242.

An Equal Opportunity Employer (26534) 220026

MANCHESTER

CITY OF MANCHESTER EDUCATION DEPARTMENT NORTH MANCHESTER COLLEGE

Applications are invited from suitably qualified and experienced candidates for the above post, to be responsible for the co-ordination of secretarial and business skills courses which are offered throughout the college.

Applicants should be suitably qualified with a broad practical knowledge of computing techniques.

Salary Scale: Senior Lecturer I within the range £11,175 - £14,061.

Application forms and further particulars from the Chief Administrative Officer, College of Arts and Technology, Manchester Polytechnic, Type Hall Lane, Manchester M8 6XA. Tel: 740 1491. Ext. 242. Closing date: 24 December 1984.

An Equal Opportunity Employer (26534) 220026

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE

EDUCATION COMMITTEE COLLEGE OF ARTS AND TECHNOLOGY

DEPARTMENT OF COMMUNITY, BUSINESS AND INDUSTRIAL STUDIES

LECTURER GRADE II IN BUSINESS STUDIES (RE-ADVERTISEMENT)

Applications are invited for the above post, duties to commence as soon as possible, but unsuccessful candidates from the September intake. Team leader for the Organisation Unit. The successful candidate with the BTEC National/Diploma and Higher National have appropriate experience and application of new technology in business practice/education and be familiar with current thinking.

SALARY SCALE: £7,648 - £12,099.

Application forms and further particulars are available from the Personnel Officer, College of Arts and Technology, Management Centre, Type Hall Lane, Manchester M8 6XA. To be returned within seven days of the appearance of this advertisement. (26521) 220026

NORTHUMBERLAND

NORTHUMBERLAND COUNTY COUNCIL, Ashington NE63 9HG

Tel: 01-670 8344

Department of Business Studies

LECTURER GRADE I IN COMPUTER STUDIES (Ref)

£5,910 - £10,512 (entry point dependent upon qualifications and experience) to commence 1.1.85, or as early as possible with the successful candidate required to work in the area of HND National Diploma in Computing, Computer Studies, Information Technology aspects of Business Studies, HND Diploma in Business Studies, and to be responsible for contributing to Computing at Ashington.

Lodging allowance and removal expenses may be paid.

Application forms, returnable 21.12.84, and further particulars from Acting Principal of the college (26758) 220026

SHEFFIELD

CITY OF SHEFFIELD

SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF SOCIAL WORK STUDIES

Lecturer in Social Work

The Social Health and Welfare Section of the Department is to appoint a person able to work with students on the Diploma in Social Work course. The successful candidate will be expected to contribute to the development of practice learning opportunities for students and to take responsibility for the teaching of social work students in a wide range of settings. Experience in the field of mental health is essential. An ability to teach subjects related to these areas and to contribute to other aspects of the Diploma course is required.

Further details and application forms from the Personnel Officer, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB. Tel: 0742 720911 Ext. 2646. Closing date 4 January 1985.

An Equal Opportunities Employer (26541) 220026

SHEFFIELD

CITY OF SHEFFIELD

GRANVILLE COLLEGE OF SCIENCE AND TECHNOLOGY

LECTURER GRADE I IN MATHEMATICS

Applications are invited for teaching on a range of full-time and part-time BTEC and GCE courses, together with GCE 'O' and 'A' level Mathematics.

Applicants should be suitably qualified with a broad practical knowledge of computing techniques.

Salary Scale: Lecturer Grade I within the range £5,910 - £10,512.

Application forms and further particulars from the Chief Administrative Officer, Granville College, Granville Road, Sheffield S2 2RL. Tel: 0742 721, 2041, and completed forms should be returned within 14 days of the appearance of this advertisement.

It is the policy of the Sheffield Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap. (26540) 220026

SHEFFIELD

CITY OF SHEFFIELD

SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF GENERAL STUDIES

LECTURER GRADE I IN LAW

Applications are invited for the above post, to begin on 1 January 1985 or as soon as possible thereafter. The successful candidate will have a good honours degree in Law and a professional qualification. Teaching experience in Law and Social Studies would be an advantage.

Further details and application forms from the Personnel Officer, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB. Tel: 0742 720911 Ext. 2646. Closing date 4 January 1985.

An Equal Opportunities Employer (26542) 220026

SANDWELL METROPOLITAN BOROUGH OF SANDWELL

WARLEY COLLEGE OF TECHNOLOGY

Principal: R.A.W. Loudon, B.Sc., Ph.D., C.Chem., F.R.S.C.

APPLICATIONS ARE INVITED from suitably qualified and experienced persons for the following posts:

SENIOR LECTURER - TUTOR LIBRARIAN

To be responsible for the Library and associated services within the College.

Post No 168/LIB.

LECTURER GRADE I in ENGLISH

Post No 169/GE

TEMPORARY LECTURER GRADE I in FRENCH

(To cover for a member of staff on maternity leave).

Post No 170/GE

Sandwell Council is an equal opportunity employer and welcomes applications from all sections of the community, including disabled people.

Salary scale: Lecturer Grade I £5,910 - £10,512 in 15 increments. Lecturer Grade II £7,648 - £12,099 in 16 increments. Senior Lecturer £11,175 to £13,128 in 4 increments (per annum).

APPLICATION FORMS AND FURTHER PARTICULARS FROM THE PRINCIPAL (quoting Post No.) to whom the forms LATER THAN WEDNESDAY, 2ND JANUARY, 1985.

The Principal, Warley College of Technology, Crocketts Lane, Smethwick, Warley, West Midlands B66 3BU. Tel: 021-558 4121, Ext. 396. (35181) 220026

SHEFFIELD

CITY OF SHEFFIELD

GRANVILLE COLLEGE OF SCIENCE AND TECHNOLOGY

LECTURER GRADE I IN MATHEMATICS

Applications are invited for teaching on a range of full-time and part-time BTEC and GCE courses, together with GCE 'O' and 'A' level Mathematics.

Applicants should be suitably qualified with a broad practical knowledge of computing techniques.

Salary Scale: Lecturer Grade I within the range £5,910 - £10,512.

Application forms and further particulars from the Chief Administrative Officer, Granville College, Granville Road, Sheffield S2 2RL. Tel: 0742 721, 2041, and completed forms should be returned within 14 days of the appearance of this advertisement.

It is the policy of the Sheffield Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap. (26540) 220026

SHEFFIELD

CITY OF SHEFFIELD

SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF GENERAL STUDIES

LECTURER GRADE I IN LAW

Applications are invited for the above post, to begin on 1 January 1985 or as soon as possible thereafter. The successful candidate will have a good honours degree in Law and a professional qualification. Teaching experience in Law and Social Studies would be an advantage.

Further details and application forms from the Personnel Officer, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB. Tel: 0742 720911 Ext. 2646. Closing date 4 January 1985.

An Equal Opportunities Employer (26542) 220026

WILTSHIRE

THE COLLEGE Swindon

DEPARTMENT OF SCIENCE AND HUMANITIES

LECTURER GRADE I IN ENGLISH AND COMMUNICATION STUDIES (two posts)

Required for 1st January, 1985, or as soon as possible to teach on a wide range of courses including BTEC and 'O' and 'A' Level to Youth Training Services and Pre Vocational Courses.

DEPARTMENT OF TECHNOLOGY

LECTURER GRADE I IN HEAVY CURRENT ELECTRICAL ENGINEERING

Required for 1st January, 1985, or as soon as possible to teach Heavy Current Electrical Engineering subjects at TEC/City & Guilds Level 2, 3 and 4. Applicants should preferably hold a Degree or Higher Diploma/Higher Certificate in Electrical Engineering and have had relevant industrial experience. Teaching qualifications and/or teaching experience, though desirable, are not essential.

Salary Scale: Lecturer Grade I £5,910 - £10,512 per annum.

Application forms and further details for all three posts (SAE please) obtainable from The Principal, The College, Regent Circus, Swindon SN1 1PT, returnable within 14 days of appearance of this advertisement. 220026 (25859)

OXFORDSHIRE COUNTY COUNCIL

OXFORD COLLEGE OF FURTHER EDUCATION Cowley Road, Oxford OX1 1HA

Required from 1 January 1985 or as soon as possible thereafter:

LECTURER I in BUSINESS STUDIES.

to teach Business Studies subjects on a wide range of courses. The ability to offer either Travel and Tourism or to co-ordinate and develop CPVE courses would be an advantage.

Salary £5,910 - £10,512.

Further particulars and application forms may be obtained from the Principal (SAE please) to whom completed forms should be returned within 14 days of the appearance of this advertisement. (25814) 220026

SURREY

EDUCATION COMMITTEE

NORTH EAST SURREY COLLEGE OF TECHNOLOGY

Reigate Road, Ewell, Epsom, Surrey KT17 3DS

Applications are invited for the following posts to be filled as soon as possible:-

DEPARTMENT OF CONSTRUCTION STUDIES

LECTURER I IN PLUMBING

LECTURER IN CARPENTRY & JOINERY (1 year temporary post)

Salary Scale: LECTURER I: £5,910 - £10,512 p.a. Plus £258 p.a. London Fringe Allowance. Generous relocation expenses in some cases.

Please send a stamped addressed envelope for further particulars and application form from the Vice-Principal. (26552) 220026

SHROPSHIRE

EDUCATION COMMITTEE

SHREWSBURY COLLEGE OF ART & TECHNOLOGY London Road, Shrewsbury

Required for 1st January 1985 or as soon as possible Lecturer I in Reception and Secretarial Studies.

Qualifications in Shorthand, Typewriting, Office Practice and a teaching qualification are required. Experience in word processing an advantage.

Further particulars and application forms are available from the Principal at the College (R.A.E. Toulmen self-addressed envelope) to whom they should be returned as soon as possible. (36528) 220026

BIRMINGHAM CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

BOURNVILLE COLLEGE

Linden Road, Bournville, Birmingham B30 1JX

DEPARTMENT OF VISUAL COMMUNICATION

Two vacancies exist for 1 January 1985 or as soon as possible thereafter:

LECTURER I - SALARY £5,910 - £10,512 to teach Technical Illustration to the BTEC National Certificate and Higher National Certificate courses. Candidates should have good qualifications in Technical Illustration, Illustration or Graphics, or combinations of these specialisms.

LECTURER II - SALARY £6,945 - £12,099 to specialise in Printing to teach the end product as an area which services BTEC Diploma courses in General Art and Design, Photography and Technical Illustration.

Further particulars and application forms may be obtained from the Chief Administrative Officer, at the above address. Tel: 021-472 0953. (35840) 220026

Colleges and Departments of Art

ROCHDALE

ROCHDALE COLLEGE OF ART

Principal Daniel Gleeson, N.N.D., A.T.C., A.R.C.A., Dip. Man. Ed., F.B.I.M., F.I.H.S.A.

ADVANCED PRACTICE AND STUDY OF THE ARTS (PART-TIME)

This College is offering the use of equipment, the BTEC National Certificate and Higher National Certificate courses. Candidates should have good qualifications in Technical Illustration, Illustration or Graphics, or combinations of these specialisms.

LECTURER II - SALARY £5,915 - £10,512 to teach Printing to teach the end product as an area which services BTEC Diploma courses in General Art and Design, Photography and Technical Illustration.

Further particulars and application forms may be obtained from the Chief Administrative Officer, at the above address. Tel: 091-478 0953. (35840) 220026

CHESTER COLLEGE OF FURTHER EDUCATION

Eaton Road, Handbridge, Chester, CH4 7ER

Telephone Chester 677677

LECTURER II IN CONSTRUCTION

Applications are invited to commence duties as soon as possible. The person appointed will take responsibility for Civil Engineering Technology, the ability to offer a specialist subject, such as Surveying or Measurement, would be an advantage. Applicants must have a good academic background and suitable industrial experience in the construction industry. Membership of the Chartered Institute of Building or comparable professional body is expected.

LECTURER II – SOCIAL WORK AND SOCIAL ADMINISTRATION

(Re-advertisement)

Required for April 1985:-

Applicants should have had professional training within the Social Services. Teacher training would be an advantage but recent practical experience is essential. Previous applicants will be reconsidered and need not re-apply.

Application forms and further details for above posts may be obtained from the Principal (Mr C D Rees) on receipt of a stamped, addressed, foolscap envelope.

CLOSING DATE: 21st December.

(0977)

SEX DISCRIMINAION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on grounds of sex (eg by limiting applications to men or women) may be accepted. Unless

The job is for the purpose of a joint enterprise or of a business employing fewer than six persons or

It is otherwise exempted from the requirements of the Sex Discrimination Act

Advertisers must be made aware of the one of the exemptions is applied which of the exemptions in the Act is considered to apply.

Relating to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisements do not discriminate under the terms of the Sex Discrimination Act.

British School Technology

– a major initiative to promote Teacher Education, Curriculum and Equipment Development and Resources provision in Technology for all LEAs.

Sponsored and supported by:

–Bedfordshire Education Authority;
–Trent Polytechnic, Nottingham;
–Departments of: Education and Science; Employment; Trade and Industry.

A significant opportunity exists for experienced teachers/lecturers of School Technology to join this major programme which has been established in two centres – BST/TRENT, Trent Polytechnic, Nottingham and a Mobile & Resources Development Unit (BST/MRDU) Bedfordshire.

The following appointments are to be for three years in the first instance. Secondment from present employment might be possible to arrange if circumstances permit.

BST/TRENT, Trent Polytechnic, Nottingham *(Project Director - G Shillito)*

Three Lecturers *(Scale: LII/SL)* with sound experience of teaching structured courses in Technology are required to supplement the BST training team engaged in programmes of LEA based one-week courses, courses for future LEA teacher trainers (six weeks FT), and curriculum/resource development.

Application forms and further details are available from *Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU (Tel: 0602 418248)* to whom completed application forms should be returned by the 21st December 1984

ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I part time pro rata). One in ten mental scale within the range of £8,610-£12,012 starting point depending on qualifications training and experience: LECTURER GRADE II £7,648-£12,099 SENIOR LECTURER £11,175-£13,128 Subject to formal approval For all posts, unless otherwise stated, there is an Inner London Allowance of £1,038 All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis A register of potential Job Sharers is maintained by Ms. H Boolman. EDP/RE/CD, CPP/3, Room 268F, The County Hall, London SE1 8PB. ILEA is an equal opportunities employer.

CITY & EAST LONDON COLLEGE

Sunhill Row, EC1Y 8LQ

Department of Applied Social Studies and General Education

LECTURER I in Multi-Skills

(Post No. 8237)

Required from January 1985, a Lecturer, Grade I, to teach Multi-Skills on a range of courses within the Department. Applicants should have appropriate craft or design/technology qualifications.

Further details and an application form are available from the Secretary to the Vice Principal (telephone 01-628 0851) and should be returned by 21 December 1984.

PART-TIME LECTURER English Language 'O' Level and ESL

Required from January 1985 for Spring Term, to teach students studying on a Special Access Course, an Adult Foundation Course and an 'O' level Language Course Students require language support and applicants should have ESL qualifications.

For further details please apply to Department Secretary, telephone 01 628 0864, extension 36.

KINGSWAY-PRINCETON COLLEGE

Department of Business Education and Legal Studies

(1) LECTURER I

required as soon as possible for this multi-cultural college to teach mainly on YTS schemes. Applicants should be able to make a variety of inputs including keyboarding, clerical and receptionist skills and should be keen to be involved in wider aspects, such as tutoring, assessment, social and life skills and the personal development of trainees.

(2) LECTURER I

required as soon as possible for this multi-cultural college for Information Technology to teach Information and word processing, as well as some computer literacy on a range of business, secretarial and clerical courses. This will include a significant input into YTS schemes.

(3) TEMPORARY LECTURER I is required for this Multi-cultural College for one term only, from 1st January 1985, to teach on YTS Vocational courses, including Numeracy, Accounts and the Legal and Economic aspects of Module 3/4.

Application forms and further details for all the above posts from: Mandy Richards, Kingsway-Princeton College, Sidmouth Street, Grays' Inn Road, WC1H 8JB. Tel: 01-278 0641 ext. 248. Closing date: 21st December 1984.

NORTH LONDON COLLEGE

Camden Road, Holloway, N7 0SP

Tel: 01-609 9981

North London College is the central institution in Islington providing education and training opportunities for the 16-19 age range and for continuing education. It has an established reputation for curriculum innovation and service to the community.

Applications are invited for the following posts:-

(1) LECTURER I in MATHEMATICS

Required from 1 January 1985, or as soon as possible thereafter, a lecturer Grade I in Mathematics. The person appointed will be required to teach mathematics and related topics (eg statistics, quantitative methods, etc) to a range of courses, together with assisting in the development of teaching through workshop strategies. Preferred candidates will be teacher educated and experience of teaching the 16-19 age range would be an advantage.

(2) LECTURER I in Computing

(Two Posts)

Required as soon as possible, two lecturers to teach computing in a range of courses across the college, including GCE 'O' and 'A' level BTEC Computer Studies, City & Guilds 748/747 and computer literacy as an element of other courses. For one of the posts, the candidate will be expected to be familiar with the use of software packages in the commercial environment, and will be expected to take a major role in developing the use of such packages in Business Studies courses in the college, and to teach on Business Studies courses using such packages. Applicants should be familiar with the major programming languages and be suitably qualified. Teaching and commercial/industrial experience would be desirable.

(3) LECTURER I in Vocational Communication

Required as soon as possible a Lecturer Grade I to assist in the maintenance and development of the Communication Workshops, and with the Lit Co-ordinator for CPVE and Lit Vocational Communication to teach and develop materials and curricula for Vocational and Pre-Vocational courses.

Application forms and further details are available from Sheila Cox at the above address to whom they should be returned no later than 21 December 1984

SOUTH EAST LONDON COLLEGE

Lewisham Way, SE4 1UT

Tel: 01-691 0006 (24 hour Answering Service)

Department of Business Studies and Administrative Studies

LECTURER II in Business Studies

(Ref. 84/569)

Applications are invited for the post of Lecturer II to teach accounting subjects to Business Studies and Professional students. Applicants should possess a recognised Accounting qualification and / or a relevant degree. Previous teaching experience would be an advantage.

Assistance may be given towards household removal expenses.

Further information and application forms may be obtained from the College at the above address – Tel: 01-691 0006 (24 hour Answering Service). Application forms to be returned by 21st December 1984. It is essential to quote the correct reference number

SOUTH LONDON COLLEGE

Knights Hill, SE27 0HS

Department of Telecommunication and Electronics

LECTURER I required to teach principles and practice of Radio and Electronics. Teaching duties will relate to B/TEC Certificate/Diploma courses. A knowledge of micro electronic techniques is expected.

Further details and application forms, obtainable from the Deputy Administrative Officer, to be returned by 11 January 1985.

SOUTH THAMES COLLEGE

Wandsworth High Street, SW18 2PP

Department of General Studies

LECTURER II YTS Co-ordinator

Post Path GE/ZG-B1

Required for North Wandsworth Vocational Centre (Under the Thames Valley Scheme B2 college-based YTS group and assist in the co-ordination of other YTS work in the department.

Applications should have had sound experience in teaching one or more YTS core skills such as numeracy, communication skills, world of work, etc., and should be prepared to teach at agreed times during the extended college year.

Application forms and further details obtainable from the Principal's Secretary, returnable within 14 days of appearance of advertisement. Please quote ref. number and enclose stamped addressed envelope.

SOUTHWARK COLLEGE

The Cut, SE1 8LE

SENIOR LECTURER (SL02) required immediately to replace Deputy to the Head of Department of Business Studies.

The person appointed should have substantial Business administrative and teaching experience within further education and beyond and be prepared to develop courses within the broad field of pre-vocational and vocational education. This post will involve extended college year work.

Further details and application forms obtainable from the Senior Administrative Officer/PS at the College (01-928 9561) returnable by Friday 4 January 1985.

(0950)

COLLEGES OF FURTHER EDUCATION

continued

GLOUCESTERSHIRE

GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY

DEPARTMENT OF MANAGEMENT & BUSINESS STUDIES

LECTURER GRADE I IN BUSINESS STUDIES - 3 POSTS AS FOLLOWS:-

POST NO: 9970011 LECTURER IN SALW AND RELATED SUBJECTS

POST NO. 9970024 LECTURER TO TEACH ON BANKING AND RELATED SUBJECTS

POST NO 9970040 LECTURER IN ACCOUNTING

Applications are invited from suitably qualified and experienced persons for posts requiring specialisms in Accounting, Banking and Law.

Successful candidates will be expected to teach on courses at all levels and be able to offer at least one other subject area.

£7,910 - £10,512 per annum.

Application form and further details (from: Administrative Officer (Staffing), Glos. CAT, Oxstalls Lane, Gloucester, GL2 9HW. S.A.E. PLEASE. (3519D1

220026

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

EDUCATION COMMITTEE

RICHMOND UPON THAMES COLLEGE

TEMPORARY LECTURER I (SOCIOLOGY) with effect from 7th January 1985 to June 22nd 1985

Required to teach Sociology to GCE 'O' and 'A' level students and related subjects on other courses. The vacancy is due to maternity leave for a full-time member of staff.

SALARY SCALE (LI) £5,910 - £10,512 plus £678 Outer London Weighting Allowance per annum.

Further particulars and application forms, returnable within two weeks of the date of this advertisement may be obtained from the Administrative Assistant, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ.

Foolscap self addressed envelopes only!. (35734) 220026

ESSEX

HARLOW COLLEGE

(A Tertiary College maintained by Essex County Council)

Applications are invited for the following posts to take effect as soon as possible:

Post No. 1 SENIOR LECTURER ELECTRONIC ENGINEERING

to teach Digital and Analogue Electronic and use of Microcomputers across the range of the Certificate and Higher Certificate programme.

LECTURER II (3 posts)

Post No. 2. Electives Co-ordination and to develop Outdoor Education.

Post No. 3. N.A.M.C.W. course tutor and to teach Child Development.

Post No. 4. Music - to teach on and develop Performing Arts courses.

LECTURER I (5 posts)

Post No. 5. Hairdressing - to teach Ladies Hairdressing, Cosmetic Make Up and Manicure.

Post No. 6. Computing - to teach Computing across a range of courses.

Post No. 7. Child Development/Early Childhood Education - to teach on a range of courses.

Post No. 8. Electronic Engineering - to teach to BTEC (111 in Digital Electronics, Fault Finding and Industrial Electronics.

Post No. 9. Electronic Engineering - to teach to BTEC Certificate Level 111 in Industrial Electronics.

Salary Scales: Senior Lecturer £11,175 - £13,128 (bar) £14,061.

Lecturer II £7,548 - £12,099.

Lecturer I £5,910 - £10,512 plus London Fringe Allowance.

Application forms, together with further particulars are available from THE PRINCIPAL, Harlow College, The High, Harlow, Essex. (s.a.e. please).

Completed application forms should be returned by Wednesday 9 January 1985. (38762) 220026

HAMPSHIRE

BASINGSTOKE TECHNICAL COLLEGE

Worting Road, Basingstoke, Hants.

Tel: 54141

LECTURER II IN FOOD PRODUCTION

Required for end of January or as soon as possible, Lecturer II in Food Production. The applicant should have appropriate professional qualifications, industrial/experience and preferably a teaching certificate and BTEC Diploma in Hotel Catering or Institutional Operations.

Salary Scale - Lecturer II - £7,548 - £12,099.

Application forms and further particulars available from the Registrar. (26328) 220026

KENT

COUNTY COUNCIL

EDUCATION COMMITTEE

MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I IN BUSINESS STUDIES

Applications are invited for the above post to commence as soon as possible. The appointee will teach in at least TWO of the following areas:-

(i) The CII Qualifying Examinations.

(ii) Business Organisation, Behavioural Studies and/or Purchasing at BTEC Higher Level

(iii) Accountancy on BTEC and Professional Courses.

Applicants should possess appropriate experience and qualifications.

Application forms and further details available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ (Tel: 0634 41001 ext 260) to whom completed application forms should be returned by Friday 14th December 1984. (37545) 220026

GRAMPIAN REGIONAL COUNCIL

ABERDEEN TECHNICAL COLLEGE

SENIOR LECTURER IN ELECTRICAL AND ELECTRONIC ENGINEERING (SL1 post)

Should have a degree or equivalent qualification and relevant experience in one or more of the following:- Electronics, Instrumentation or Process Control.

SENIOR LECTURER IN FABRICATION ENGINEERING (SL1 post):- Should hold appropriate qualifications such as a Higher Certificate, City & Guilds FTC or equivalent and have relevant experience in Fabrication Engineering.

LECTURER B IN CATERING STUDIES:- Should have relevant City & Guilds qualifications (or equivalent) and/or equivalent and suitable experience in the catering industry. Required to teach professional cookery, practical and related theory subjects.

LECTURER B IN GENERAL STUDIES:- Should have a degree or equivalent qualifications in English and the Social Sciences. Expected to teach appropriate subjects to classes at craft and technician TEC/SCOTVEC level. Experience advantageous.

LECTURER B IN MATHEMATICS:- Should have a degree or equivalent qualification. Ability to offer appropriate computing studies advantageous. Teaching experience desirable.

BANFF & BUCHAN COLLEGE OF FURTHER EDUCATION Fraserburgh

SENIOR LECTURER I - GENERAL STUDIES:- Should have suitable qualifications and experience to teach and develop Communications, Life & Social Skills and General Studies for a wide range of courses.

LECTURER B - MATHEMATICS/COMPUTING:- Should be suitably qualified. Required to teach Mathematics, Numeracy and Computing in the College and perhaps in H.M. Prison, Peterhead.

LECTURER B - SECRETARIAL/BUSINESS STUDIES:- Should be involved in teaching of a range of Secretarial/Business work. Should be suitably qualified.

Application forms and further information on all posts from Director of Education, Woodhill House, Aberdeen AB9 2LU with whom applications (9 copies) should be lodged by Monday, December 24.

Salary scales: SENIOR LECTURER £11,868 to £11,835; LECTURER B £7,548 to £12,081.

(27630) 220026

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

LOUGHBOROUGH TECHNICAL COLLEGE

Radmoor, Loughborough, Leicestershire LE11 3BT

SCHOOL OF FOOD, TOURISM AND COMMUNITY STUDIES

LECTURER I IN SOCIAL WORK STUDIES

Lecturer Grade I required from January 1985 to teach Social Work Students from the close to students from the Community Studies Section of the School. Applicants should possess appropriate professional qualifications. A teaching certificate would be an advantage.

Full details and further particulars may be obtained on receipt of SAE from the Principal, Loughborough Technical College.

Closing date. 14 days from the appearance of this advertisement. 220026 (38754)

LINCOLNSHIRE

STAMFORD COLLEGE FOR FURTHER EDUCATION

Required as soon as possible:

Lecturer I for English/Communication Studies/General Studies.

Full-time, permanent appointment.

Further particulars and application forms obtainable from The Principal, Stamford College for Further Education, Drift Road, Stamford PE9 1XA.

Completed application forms to be returned within two weeks of the date of this advertisement. 220026 (38755)

COLLS OF FURTHER EDUCATION

continued

MANCHESTER

CITY OF MANCHESTER EDUCATION DEPARTMENT NORTH MANCHESTER COLLEGE

LECTURER:

BUSINESS & SECRETARIAL SKILLS (RE-ADVERTISEMENT)

Salary Scale: £11,175 - £14,061

Applications are invited from suitably qualified and experienced candidates for the above post. Duties will include the co-ordination of all Business and Secretarial skills courses which are offered throughout the College.

The faculty offers BTEC National and General, TOPS, YTS and Under 21 hour courses in addition to serving other faculties within the College.

Closing date 21 December 1984.

Application forms and further particulars from the Personnel Office, College of Arts and Technology, Maple Terrace, Hulme, Manchester M15 5RN Tel: 061-740 1491, Ext. 242.

An Equal Opportunity Employer. (26345) 220026

MANCHESTER

CITY OF MANCHESTER EDUCATION DEPARTMENT NORTH MANCHESTER COLLEGE

Required as soon as possible; Lecturer to teach in the Faculty of Aesthetic and Creative Arts:

Lecturer Woodwork.

The college offers a range of courses including: Foundation, GNVQ, BTEC, 'A' level GCE, Adult Recreational Classes, City & Guilds Foundation and YTS.

Applicants teaching experience would be advantageous. The College is keen to recruit a committed and flexible lecturer who is eager to develop professionally as an Art & Design courses evolve, and to make full use of excellent facilities.

Closing date: 21 December 1984.

Further details and application forms are available from the General Office, North Manchester College, Abraham Moss Centre, Crescent Road, Crumpsall, Manchester M8 6UF. Tel: 061-740 1491. Ext. 342.

An Equal Opportunity Employer. (26344) 220026

MANCHESTER

CITY OF MANCHESTER EDUCATION DEPARTMENT NORTH MANCHESTER COLLEGE

LECTURER II - ELECTRONICS

Salary Scale: £7,548 - £12,099

Applications are invited from suitably qualified individuals to work in the manufacturing area of electronics at the North Manchester College. The ability to promote development and liaise effectively with industry both within the institution and with industry is required.

For further details and application forms please apply to the General Office, Abraham Moss Centre, Crescent Road, Crumpsall, Manchester M8 6UF. Tel: 061-740 1491. Ext. 342.

Closing date: 21st December 1984.

An Equal Opportunity Employer. (26343) 220026

MANCHESTER

CITY OF MANCHESTER EDUCATION DEPARTMENT NORTH MANCHESTER COLLEGE

LECTURER II IN FRENCH and ITALIAN.

Salary Scale: £5,910 - £10,512

You should have experience in devising teaching materials for Business/Industrial courses.

For further details and application forms please apply to the Senior Administrative Officer, North Manchester College, Abraham Moss Centre, Crescent Rd., Crumpsall, Manchester M8 6UF. Tel: 061-740 1491. Ext. 242.

Closing Date: 11 December 1984

An Equal Opportunity Employer. (26346) 220026

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE

EDUCATION COMMITTEE

COLLEGE OF ARTS AND TECHNOLOGY

DEPARTMENT OF COMMUNITY, BUSINESS AND INDUSTRIAL STUDIES

LECTURER GRADE II IN BUSINESS STUDIES (RE-ADVERTISEMENT)

Applications are invited for the above post, duties to commence as soon as possible. The successful candidate will be required to act as team leader for the Organisation in Co-operation of all courses which are currently offered throughout the College.

The faculty offers a BTEC National and General, TOPS, YTS and Under 21 hour courses in addition to serving other faculties within the College.

Application forms and further particulars are available from the Personnel Office, College of Arts and Technology, Maple Terrace, Hulme, Manchester M15 5RN Tel: 061-740 1491, Ext. 242.

Closing Date: 21 December 1984.

An Equal Opportunity Employer. (26342) 220026

NORTHUMBERLAND

NORTHUMBERLAND COLLEGE

College Road, Ashington NE63 9RG

Tel: 0670 813248

Department of Business Studies

LECTURER GRADE I IN COMPUTER STUDIES (Ref 851)

£5,910 - £10,512 (entry dependent upon qualifications and experience

Applicants should have O or a.s.a.p. thereafter. Will be required to work in the areas of BTEC National Diploma in Computing, together with Industrial Studies, professional aspects of BTEC National Certificate/Diploma in Business Studies, and in courses involving introduction to Computing at varying levels.

Lodging allowance and removal expenses may be payable.

Application forms, returnable 21.12.84, and further particulars from Acting Principal, at the college. (38758) 220026

SHEFFIELD

CITY OF SHEFFIELD

SHIREGREEN COLLEGE

LECTURER GRADE I £5,649 - £9,738

DEPARTMENT OF SOCIAL STUDIES & WELFARE

The Social Studies and Welfare Department is looking for a person able to work with a variety of age groups. Experience either in residential and/or Day Care Services for the Handicapped or the Elderly is essential. An ability to teach subjects in the Caring Studies field, appropriate to a wide range of students is also essential. The person will be expected to develop professionally and an academic qualification together with experience in the relevant field is required.

LECTURER GRADE I £5,649 - £9,738

DEPARTMENT OF CONSTRUCTION TRADES

To teach trowel trade subjects to craft and Advanced craft students.

Applicants for the above post should be well qualified and have had good industrial and teaching experience. Teacher training would be an advantage.

LECTURER GRADE II £7,213 - £11,568

DEPARTMENT OF GENERAL STUDIES

QUALIFICATIONS AND LAW

Required as Course Tutor to co-ordinate and manage the teaching team responsible for the professional course of study teaching to the qualification of ISVA. Will be expected to teach valuation, land law and other subjects included in this area of work.

Application forms and further particulars from the Chief Administrative Officer, Shiregreen College, Shiregreen Road, Sheffield S5 0XZ. Tel: (0742) 78301, to whom completed forms should be returned by 2nd January.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (26340) 220026

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

WARLEY COLLEGE OF TECHNOLOGY

Principal: R.A.W. Lonsdale, B.Sc., Ph.D., C.Chem., F.R.S.C.

APPLICATIONS ARE INVITED from suitably qualified and experienced persons for the following posts:-

SENIOR LECTURER TUTOR LIBRARIAN

To be responsible for the Library and associated services within the College.

Post No 168/Lib.

LECTURER GRADE I in ENGLISH

Post No 169/GE

TEMPORARY LECTURER GRADE I

(To cover for a member of staff on maternity leave).

Post No 170/GE

Sandwell Council is an equal opportunity employer and vacancies are open to all sexes, all races, and to registered disabled people.

Salary scale: Lecturer Grade I £5,910 - £10,512 in 15 increments. Lecturer Grade II £7,548 - £12,099 in 10 increments. Senior Lecturer £11,175 to £13,128 in 4 increments (per annum).

APPLICATION FORMS AND FURTHER PARTICULARS FROM THE PRINCIPAL (quoting Post No.) to whom the forms should be returned NOT LATER THAN WEDNESDAY 2ND JANUARY, 1985.

The Principal, Warley College of Technology, Crocketts Lane, Smethwick, Warley, West Midlands B66 3BU. Tel: 021-558 4121, Ext. 396. (35181) 220026

SHEFFIELD

CITY OF SHEFFIELD

HILLSBOROUGH COLLEGE

DEPARTMENT OF SCIENCE AND TECHNOLOGY

1. LECTURER GRADE I IN MATHEMATICS

Applications are invited for this post which offers teaching on a range of full-time and part-time BTEC and GCE 'O' and 'A' level Mathematics.

Applicants should be graduates preferably with teaching qualifications and experience.

2. LECTURER GRADE I IN COMPUTING

Applications are invited for this post which offers teaching opportunities on full-time, part-time and short courses provided by all Departments of the College.

Applicants should be suitably qualified with a broad practical knowledge of programming techniques.

Salary Scale - Lecturer Grade I within the range £5,910 - £10,512.

Application forms and further particulars from the Chief Administrative Officer (Staffing), Hillsborough College of Arts and Technology, Langsett Road, Sheffield S6 2SU. Tel: 0742 332351 Ext. 254, and completed forms should be returned by 4th December.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (26341) 220026

OXFORDSHIRE

COUNTY COUNCIL

OXFORD COLLEGE OF FURTHER EDUCATION

Cowley Road, Oxford OX1 1SA

Required from 1 January 1985 or as soon as possible thereafter:

LECTURER I in BUSINESS STUDIES.

to teach Business Studies subjects on a wide range of courses. The ability to offer other Travel and Tourism or to coordinate and develop CPVE courses would be an advantage.

Salary: £5,910 - £10,512.

Further particulars and application forms may be obtained from the Principal at the above address to whom completed forms should be returned within 14 days of the appearance of this advertisement. (26314) 220026

SURREY

EDUCATION COMMITTEE

NORTH EAST SURREY COLLEGE OF TECHNOLOGY

Reigate Road, Ewell, Epsom, Surrey KT17 3DS

Applications are invited for the following posts to be filled as soon as possible:

DEPARTMENT OF CONSTRUCTION STUDIES

LECTURER I IN PLUMBING

LECTURER I / CARPENTRY & JOINERY (Part-time/temporary post)

Salary Scales: LECTURER I: £5,910 - £10,512 p.a. Plus £258 p.a. London Allowance. Generous relocation expenses in approved cases.

Please send a stamped addressed envelope for further particulars and application form from the Vice-Principal. (26352) 220026

SHROPSHIRE

EDUCATION COMMITTEE

SHREWSBURY COLLEGE OF ART & TECHNOLOGY

London Road, Shrewsbury

Required for 1st January 1985 or as soon as possible Lecturer I in Reception and Secretarial Studies.

Qualifications in Shorthand, Typewriting, Office Practice and relevant qualification are required. Experience in word processing an advantage.

Further particulars and application forms are available from the Principal at the College (R.A.E. Foulerot) self-addressed envelope) to whom they should be returned as soon as possible. (30528) 220026

WILTSHIRE

THE COLLEGE Swindon

DEPARTMENT OF SCIENCE AND HUMANITIES

LECTURER GRADE I IN ENGLISH AND COMMUNICATION STUDIES (two posts)

Required for 1st January, 1985, or as soon as possible to teach on a wide range of courses including BTEC and 'O' and 'A' Level to Youth Training Service and Pre Vocational Courses.

DEPARTMENT OF TECHNOLOGY

LECTURER GRADE I IN TEACHING CURRENT ELECTRICAL ENGINEERING

Required for 1st January, 1985, or as soon as possible to teach Heavy Current Electrical Engineering subjects at TEC Levels 2, 3 and 4. Applicants should preferably hold a Degree or Higher Diploma/Higher Certificate biased towards Heavy Current Electrical Engineering and have had relevant industrial experience. Teaching qualifications and/or teaching experience, though desirable, are not essential.

Salary Scale - Burnham Lecturer Grade I £5,910 - £10,512 per annum.

Application forms and further details for all three posts (SAE please) obtainable from The Principal, The College, Regent Circus, Swindon SN1 1PT, returnable within 14 days of appearance of this advertisement. 220026 (38752)

BIRMINGHAM

CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

BOURNVILLE COLLEGE OF ART

Linden Road, Bournville, Birmingham B30 1JX

DEPARTMENT OF COMMUNICATION

Two vacancies exist for 1 January 1985 or as soon as possible thereafter:

LECTURER I - SALARY £5,910 - £10,512 to teach Technical Illustration to the BTEC National Certificate and Higher National Certificate courses. Candidates should have good qualifications in Technical Illustration. Illustration or Graphics, or combinations of these specialisms.

LECTURER II - SALARY £6,548 - £12,099 to teach and Silkscreen in an area which also services BTEC Courses in General Art and Design, Graphics, Photography and Technical Illustration.

Further particulars and application forms may be obtained from the Chief Administrative Officer at the above address. Tel: 021-472 0953. (35840) 220026

Colleges and Departments of Art

ROCHDALE

ROCHDALE COLLEGE OF TECHNOLOGY

Principal Daniel Glennon, M.N.D., A.T.C., A.I.D.B., Dip. Mgt. Stud., F.B.I.M., F.I.R.S.A.

ADVANCED PRACTICE AND STUDY OF THE ARTS (PART-TIME)

This College is offering the use of equipment, workshops and tutorial advice to fifteen practitioners of any of the following disciplines who feel that their established interests could benefit and develop with the structure and support of a College of Art.

Drawing, Painting, Sculpture, Performance Art, Film, Printmaking, Video, Dance/Drama, Music, 3D Design, 3D Crafts.

For further particulars of the innovative scheme of practice and study contact: David Eyre, Rochdale College of Art, St. Mary's Gate, Rochdale. Tel: Rochdale 345346. 240026

CHESTER COLLEGE OF FURTHER EDUCATION

Eaton Road, Handbridge, Chester, CH4 7ER

Telephone Chester 677677

LECTURER II IN COMPUTING

Applications are invited to commence duties as soon as possible. The person appointed will take responsibility for BTEC Building Courses. In addition to teaching Building and Civil Engineering Technology, the ability to offer a specialist subject, such as Surveying or Measurement, would be an advantage. Applicants must have a good academic background and suitable industrial experience in the construction industry. Membership of the Chartered Institute of Building or comparable professional body is expected.

LECTURER II – SOCIAL WORK AND SOCIAL ADMINISTRATION

(Re-advertisement)

Required for April 1985:–

Applicants should have had professional training within the Social Services. Teacher training would be an advantage but recent practical experience is essential. Previous applicants will be reconsidered and need not re-apply.

Application forms and further details for above posts may be obtained from the Principal (Mr C D Rees) on receipt of a stamped, addressed, foolscap envelope.

CLOSING DATE: 21st December.

(0977)

British School Technology

–a major initiative to promote Teacher Education, Curriculum and Equipment Development and Resources provision in Technology for all LEAs.

Sponsored and supported by:

–Bedfordshire Education Authority;
–Trent Polytechnic, Nottingham;
–Departments of: Education and Science; Employment; Trade and Industry.

A significant opportunity exists for experienced teachers/lecturers of School Technology to join this major programme which has been established in two centres – BST/TRENT, Trent Polytechnic, Nottingham and a Mobile & Resources Development Unit (BST/MRDU) based elsewhere.

The following appointments are to be for three years in the first instance. Secondment from present employment might be possible to arrange if circumstances permit.

BST/TRENT, Trent Polytechnic, Nottingham
(Project Director - G Shillito)

Three Lecturers (Scale: LII/SL) with sound experience of teaching structured courses in Technology are required to supplement the BST training team engaged in programmes of LEA based one-week courses, courses for future LEA teacher trainers (six weeks FT), and curriculum/resource development.

Application forms and further details are available from *Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU (Tel: 0602 418248)* to whom completed application forms should be returned by the 21st December 1984

Lancashire County Council

An Equal Opportunities Employer.

LEYLAND RUNSHAW TERTIARY COLLEGE
Langdale Road, Leyland, Preston

1st May 1985

FOUR POST:
ALL SENIOR LECTURER GRADE
(DEPUTY HEAD OF DEPT.)

1. To head the Language/English Division and act as other Deputy H.o.D. of Humanities.
2. To head of Social Science Division and act as one of two Deputy H.o.D.'s of Humanities.

For the above TWO POSTS teacher trained graduates with experience of G.C.E. 'A' Level and F.E. Courses preferred.

3. Business Studies – to act as one of two Deputy H.o.D.'s Ability to teach Accountancy or Information Technology and experience to BTEC and GCE Course an advantage.
4. Secretarial Studies – to act as one of two Deputy H.o.D.'s Previous relevant teaching experience and experience with R.S.A./GCE courses an advantage.

Application forms/further details from/to The Principal at the College. (SAE please).

ACRINGTON AND ROSSENDALE COLLEGE
Sandy Lane, Accrington

1st January 1985, or as soon as possible thereafter

SENIOR LECTURER/DEPUTY HEAD – DEPARTMENT OF DEVELOPMENTAL EDUCATION

Senior Lecturer Grade.

To undertake teaching and administrative duties in this new department which provides Educational Services in E.S.L., Recurrent Education, Special Needs, Liberal Studies and Social Education.

Application forms/further details from/to District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please)

PRESTON W.R. TUSON COLLEGE St. Vincents Road, Fulwood, Preston.

1st January 1985, or as soon as possible thereafter

LECTURER 1 – DIVISION OF COMMUNITY STUDIES – BASIC EDUCATION

To teach Communications and Numeracy to students on Foundation and Vocational Preparation courses.

Applications forms/further details from/to The Chief Administrative Officer at the College. (SAE please).

BURNLEY COLLEGE OF ARTS AND TECHNOLOGY Shorey Bank, off Ormerod Road, Burnley

As soon as possible

TWO POSTS:
LECTURER GRADE 1 – £5,910 – £10,512 p.a.

1. BUSINESS STUDIES – appropriate qualifications/experience in one or more of the following areas:- Accounting, Banking, Law, Commerce and Office Studies.
2. CONSTRUCTION – to teach brickwork – ability to teach plastering preferred. Advance C.G.L.I. and Industrial experience an advantage.

Application forms/further details from/to The Principal at the College. (SAE please).

Re-advertisement

PRESTON W.R. TUSON COLLEGE, St. Vincents Road, Fulwood, Preston

1st January 1985 or as soon as possible thereafter

ASSOCIATE LECTURER – (90% OF LECTURER 1)

To teach Media and Communications Studies to 'A' Level.

Application forms/further details from/to the Chief Administrative Officer at the College (SAE please).

CLOSING DATE FOR ALL THE ABOVE POSTS:- 20TH DECEMBER 1984. (0972)

CAMBRIDGESHIRE

COMPUTING TEACHING TEAM LEADER

(LECTURER GRADE II, SALARY £7,648 – £12,099 PER ANNUM)

Could you lead an enthusiastic team in teaching methods and staff training within our Computing Section? The right person should be familiar with current computing technology, also highly motivated, with the initiative to take the opportunity to develop management skills in College's management structure. The section enjoys a high reputation and offers a range of full and part time courses to B.E.C., National Diploma in Computing.

If you have the appropriate professional and educational qualifications and feel you are the person we are looking for, why not ring Colin Bedford on Wisbech 0945 582361 and talk the job over or write for details and application form, returnable within 14 days (SAE required) of this advertisement, to Christine Finley, Assistant Principal Staff, Isle College, Barkers Road, Wisbech PE13 2JE.

(0941)

SEX DISCRIMINAION ACT, 1975

No job advertisement which indicates or can reasonably to understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. it is a business employing fewer than six persons or
3. it is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education; the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement does not discriminate under the terms of the Sex Discrimination Act.

THE OPEN UNIVERSITY

Summer School Tutorial Staff

Appointments for one or two weeks are available at the Open University's summer schools held at universities throughout Great Britain between 6th July and 7th September 1985

Tutor Posts in the Faculty of Arts
Tutors qualified in
Art History, History, Music, Literature and Philosophy.

Tutor Posts in the Faculty of Social Sciences

D102 – Making Sense of Society
Tutors experienced in teaching introductory level Social Science and in interdisciplinary teaching, qualified in one or more of: Economics, Human Geography, Politics, Psychology, Sociology, to teach in one of three interdisciplinary modules – Crisis and Conflict: The Fight for Shelton Bar; Mass Media and Society; Men and Women and Society

DS262 – Introduction to Psychology
Tutors with experience of Experimental Methodology in different areas of Psychology

D303 – Cognitive Psychology
Tutors qualified in Experimental Psychology. Computer experience desirable.

Tutor Posts in the Faculty of Mathematics
Tutors for the following courses: Mathematics: A Foundation Course (M101), Introduction to Pure Mathematics (M203). An Introduction to Calculus (MS283). Mathematical Models and Methods (MST204).

Tutor Posts in the Faculty of Science
Tutors qualified in: Biology, Chemistry (Organic, Inorganic, Physical and Photochemistry), Earth Sciences and Physics

Tutor Posts in the Faculty of Technology
Tutors qualified in Elementary Mathematics and Modelling (for technologists) (TM282), Materials Science (T252), Systems (design, planning and management of social or technical systems), and Engineering Mechanics (Solids) (T232)

T101 – Living with Technology
Tutors having teaching experience and qualifications and/or interests in the areas of Energy Policy and Resources, Microprocessors, Water Quality (Biology or Chemistry), Materials Science/Metallurgy, Mechanical Engineering

T281 – Basic Physical Science for Technology
Tutors qualified in general properties of matter, electricity, optics, heat and chemistry.

T283 – Introductory Electronics, and T291 – Instrumentation
Tutors qualified in Electronics and/or Instrumentation: previous teaching experience an advantage.

TAD292 – Art and Environment
Tutors to facilitate creative projects in a range of practical project-based multi-media arts.

Tutor Posts for the U-Area

U203 – Popular Culture
Tutors with teaching experience and interest in the following areas: Cultural Studies, Semiology, Film and Television Study, Sociology and Social History.

U204 – Third World Studies
Tutors with experience of teaching Third World Studies in Higher Education.

U221 – The Changing Experience of Women
Tutors with experience of teaching Women's Studies within Higher, Further or Adult Education.

Demonstrator Posts
Graduates in Science to work in areas of Biology, Chemistry, Physics, Earth Sciences, Graduates in Science and Engineering to work in areas of Materials Science, Metallurgy, Corrosion, Chemistry (water quality experiment), Electronics/Computing (microprocessor activity).
Graduates in Psychology
Graduates in Mathematics, Science or Technology with some knowledge of Dynamics.

Application Procedure
For further particulars and an application form send a postcard to the Summer School Tutors Office (SS/2), P.O. Box 82, The Open University, Milton Keynes, MK7 6AG. Completed application forms must reach the Open University by Monday 28th January 1985.

University Appointments

LOUGHBOROUGH
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
M.Sc. Physical Education and Sports Science

The Department of Physical Education and Sports Science invite applications for this one year full time course due to commence in October 1985. The course is structured to provide teachers, coaches and lecturers with the opportunity for advanced study.

Write for further details to Mr F.M. Holliday, Department of Physical Education and Sports Science. (27648) 280000

LOUGHBOROUGH
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
TEMPORARY LECTURERS

Applicants are invited for temporary lectureships for periods of up to six months. The persons appointed will be required to lecture in physical education and sports science at a recently established Physical Education College abroad offering training courses to both male and female students. Experience in schools and/or colleges is essential and ability to contribute to both theoretical and practical areas of work will be an advantage.

Requests for further particulars and application forms to Paul Johnson, Establishments Officer. ref: 84/49 PS.

Loughborough R/L Hallc R/R Leicestershire. 280000 (26538)

KINGS COLLEGE LONDON
CHELSEA COLLEGE
QUEEN ELIZABETH COLLEGE
University of London
Centre for Science & Mathematics Education

LECTURER IN SCIENCE EDUCATION

Applications are invited for an appointment in Science Education. The Lecturer will contribute to the teaching of PGCE, Master's and other advanced and in-service courses in science education, and will also be expected to take an active part in the research and/or curriculum development work at the Centre.

The successful applicant will be expected to combine recent and substantial teaching experience in physics at secondary level with experience in one of the following fields of education: microprocessors and on-line computer devices for automatic control, uses of computers to provide new learning environments, mathematics and science.

The appointment will be available from Easter 1985. On merger of the College with King's and Queen Elizabeth Colleges, the Centre will become part of the Department of Education of King's College London (KDC); Professor P. J. Black is designate head of the new department.

Salary will be within the range: £7,520 – £14,925 p.a. plus £1,233 London Allowance.

Further information and application forms are available from the Personnel Office, Chelsea College, 552 King's Road, London SW10 0UA. Closing date: 20th December 1984. (0938)

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Centre for the Evaluation of the New Information Technology in Education

In addition of the growing need for independent evaluation of the role of the new information technology in the educational process, the above Centre has been established at the Foundation. The main focus of the Centre's activities will be on 'evaluation' and an initial research programme to cover the evaluation criteria for schools software is planned. The Centre will be expected to extend the scope of its work by attracting externally sponsored research in I.T. to the N.F.E.R.

To staff the above activities, we are seeking to fill the following two posts. The project will run from January 1985 (or as soon as possible thereafter) to March 1987.

PROJECT LEADER SENIOR RESEARCH OFFICER

£10,720 to £14,925

The postholder is expected to carryout the main research work of the Centre and under the general supervision of the N.F.E.R's Deputy Director for Computing and Statistics be responsible for its day to day operation. The successful candidate will have a relevant degree and will be able to demonstrate significant achievements in research on the educational applications of the new technology.

RESEARCH OFFICER

£8,450 to £10,720

The person appointed to this position will provide the detailed technical computer expertise required for the various activities of the Centre. Candidates must be graduates with adequate experience in micro-computing especially in development of microcomputer-based software. Experience with educational software will be a distinct advantage.

For application Forms (no C.V.s) and Further Particulars, please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, SLOUGH, Berkshire, SL1 2DQ. Telephone: SLOUGH 74123.

Closing date for return of completed application forms, no later than Friday, 11th January, 1985. (0965)

university college of swansea

Chair of Education and Headship of Department

Applications are invited for the appointment of **Professor of Education and Headship of the Department of Education** (the latter for six years in the first instance, and renewable) from 1st September 1985. Candidates may be from any field of study within the subject area.

Further particulars may be obtained from the undersigned, University College of Swansea, Singleton Park, Swansea SA2 8PP, to whom applications (15 copies) should be sent by January 12th, 1985.

V. J. Carney, Registrar. (0949)

Fellowships, Studentships and Research Awards

LANCASTER

S. MARTIN'S COLLEGE OF HIGHER EDUCATION
Lancaster

ONE-TERM SCHOOLTEACHER FELLOWSHIPS

Applications are now invited for the Schoolteacher Fellowships for the Michaelmas, Lent and Summer Terms of the 1985/86 session.

Each Fellow has the opportunity to pursue a personal programme of study or research. Single resident accommodation, membership of the Senior Common Room and an allowance for expenses is provided. The Fellowships have DES Long Course approval as inservice education.

Further particulars and application forms are available from The Principal, S. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned as soon as possible.. 300000 (35842)

DURHAM

UNIVERSITY OF DURHAM

SCHOOLTEACHER FELLOWSHIPS

Applications are invited for election to a number of Schoolteacher Fellowships to be offered by Colleges of the University during the academic year 1985-86. Fellowship is tenable for one term; the elected Colleges will provide accommodation and meals in College and offer membership of its Senior Common Room but will pay no stipend. Candidates, who should normally be qualified and practising teachers, should be prepared to spend their time in Durham in advanced study relevant to their teaching in one of the departments of the University. Schoolteacher Fellowships at the University are approved by the DES for pooling purposes.

Further particulars and application form may be obtained from the Registrar and Secretary, Old Shire Hall, Old Elvet, Durham DH1 3HP, to whom completed applications should be returned not later than MONDAY, 16TH JANUARY 1985. 300000 (35728)

Education Development Scheme

A number of Study Awards are to be offered by the Overseas Development Administration to enable candidates to enhance their qualifications by study or research and to widen their expertise to fit them for further employment within the Aid Programme or within related activities.

Applicants should be British Citizens below the age of 45 with a minimum of 5 years overseas experience in an aspect of education and should hold a degree and a professional teaching qualification. In certain circumstances these conditions may be waived for applicants who have been serving under the British Volunteer Programme, provided they have at least 2 years teaching experience in a developing country and hold the minimum academic and professional qualifications.

Awards are made for a minimum of six months to one year and cover fees and provide an allowance towards living costs, books and stationery. The amount is determined by the circumstances of the candidate.

Closing date for applications is 1st March, 1985.

Further details and application forms may be obtained from:

Overseas Development Administration, Room AH358, Abercrombie House, Eaglesham Road, East Kilbride, Glasgow G75 8EA.

Please quote Reference AH358/5.

ODA
OVERSEAS DEVELOPMENT
BRITAIN HELPING NATIONS TO HELP THEMSELVES

UNIVERSITY OF SOUTHAMPTON

FACULTY OF EDUCATIONAL STUDIES

RESEARCH AND DEVELOPMENT STUDIES IN EDUCATION

M.PHIL. and PH.D. DEGREES

Opportunities are available for students to pursue research and development studies in a wide range of topics in teacher education, adult and community education, teaching media and physical education. Full-time and part-time programmes leading to the above degrees are offered. Suitable candidates will be submitted to the ESRC for consideration for 'pool' awards.

SCHOOL TEACHER FELLOWSHIPS

Applications are invited from suitably qualified teachers to enable them to follow one term of full-time study in the area of design, development and management of the secondary curriculum linked to the practical needs of their schools and LEA.

Further particulars about the research degrees programmes and Fellowships can be obtained from the Assistant Registrar, Faculty of Educational Studies, The University, Southampton SO9 5NH. (0969)

Bedfordshire Education Service
LUTON COLLEGE OF HIGHER EDUCATION

Applications are invited for the following senior appointments to take effect from 1 May 1985 or earlier if possible.

DEPUTY DIRECTOR
Salary: Group 8 £20,633

Applicants should have substantial experience of successful course development activities in a leadership capacity, together with management and administrative experience at a senior level.

HEAD OF DEPARTMENT OF ENGINEERING TECHNOLOGY
Salary: Grade V £17,199-£18,189

Applicants should be very well qualified in Mechanical, Production, Electronic or Computer Engineering, and must have the drive and ability to move the Department forward rapidly, especially in the application of computer technologies.

PRINCIPAL LECTURER IN INFORMATION SYSTEMS
Salary: £13,095-£16,467

A new post of central importance to the creation of further internal academic and administrative information networks to facilitate the efficient management of resources. Systems Analyst skills coupled with an appreciation of the academic ethos of a higher education college essential. Small teaching commitment.

The College has a wide range of full-time and part-time courses at both advanced and non-advanced levels, including CNAA and BTEC validated courses principally in Business Administration, Sciences and Technologies. SAE for application forms and further details from The Director's Secretary, Luton College of Higher Education, Park Square, Luton LU1 3JU.
Closing date: 14 January 1985.

Bedfordshire is an equal opportunities employer. (0933)

Coleg y Drindod, Caerfyrddin — Trinity College, Carmarthen

Applications are invited for the post of

HEAD OF THE DEPARTMENT OF EDUCATION

from qualified teachers who are Graduates with a good Honours or Higher Degree. Substantial teaching experience and demonstrated administrative ability are essential.

The successful applicant will be expected to be able to contribute to Welsh Medium Courses and to commence duties on 1st APRIL, 1985.

Applications, *by letter*, should reach the PRINCIPAL, by 1st JANUARY, 1985.

Further details of the post may be obtained on request. (0983)

ROLLE COLLEGE, EXMOUTH
FACULTY OF TEACHER EDUCATION

Principal Lecturer/ Co-ordinator of Early years courses

This is a senior post within the Faculty with responsibility for co-ordination of the B.Ed. Honours course for 3-8 age phase. Applicants should have good and recent teaching within the appropriate age phase.

The appointment to commence 1st May 1985.

Applications to the Principal by end of December 1984.

Further details and forms from the Secretary to the Principal, Rolle College, Exmouth, Devon EX8 2AT.

DEVON

(0932)

Colleges of Higher Education

Other Appointments

HEREFORD AND WORCESTER

COUNTY COUNCIL

WORCESTER COLLEGE OF HIGHER EDUCATION

LECTURER IN PHYSICS

A full-time permanent appointment of a Lecturer in Physics within the Science Division is to be made from 1st April 1985 or as soon as possible thereafter.

The successful applicant should have a higher degree in Physics, an interest in electronics and its application in schools, and a teacher's professional qualification with appropriate experience. Continued personal professional development will be expected.

The lecturer will be required to teach in the Physical Science course within the B.Ed. (Hons) degree programme, in the Physical Environment course within the B.Sc. (Hons) Combined Studies programme and in in-service courses for practising teachers with the associated administrative duties.

The appointment will be made on the Lecturer Grade II/Senior Lecturer Scale (currently £7,543 to £14,061) according to qualifications and experience.

Application forms and further particulars should be obtained from the Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ (Tel: 0905 429080) and completed applications returned within ten days of the appearance of this advertisement. (358821 340026

NENE COLLEGE NORTHAMPTON

Dean of the Faculty of Mathematics, Management and Business

(Incorporating the Blackwood Hodge Management Centre)

Applications are invited for this key post, which now becomes available as a result of the appointment of the present Dean, Dr A J Wood, as the Director of the Luton College of Higher Education.

The Faculty has undergone most marked growth in the last nine years and the Dean of the Faculty also has overall responsibility for the Blackwood Hodge Management Centre, which operates successfully on trading account lines and has already established an excellent national reputation.

Because of the importance of this key post, the College is anxious to appoint an outstanding leader in this field who combines high academic qualifications in any of the above subject areas, with membership of a professional body where appropriate. Experience at an adequate level in industry, commerce or the public sector is desirable and a dynamic entrepreneurial attitude will be a key requirement. The post is graded as Burnham Head of Department 6.

Further particulars and application forms are available up to 21 December from L C Skelton, Chief Administrative Officer, Nene College, Moulton Park, Northampton NN2 7AL (0604 715000) to whom they should be returned not later than 4 January 1985. (SAE please). Potential applicants requiring more information may ring Dr J P A Frain, Deputy Director (0604 714101). (0701)

HARROW COLLEGE OF HIGHER EDUCATION

FACULTY OF SCIENCE & TECHNOLOGY

Lecturer Grade 11 in Electronics & Control

Applications are invited for this post which is in the School of Engineering. Applicants should have qualifications and experience in Electronics (minimum Higher Certificate) and will teach on mainly BTEC Technician courses. Experience in microelectronics and digital control is required together with a knowledge of instrumentation systems.

Salary Scale: £7648 – £12099 per annum + London Weighting £1038 per annum

Further details and application forms are obtainable from and should be returned by 7 January 1985 to: The Principal at Harrow College of Higher Education Northwick Park Harrow Middlesex HA1 3TP Telephone 01-864 5422 ext 232.

Harrow is an Equal Opportunities Employer. (0966)

Adult Education

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
ADULT LITERACY/ NUMERACY PROJECT

This is an opportunity to participate in the Borough's recently re-organised and expanded Adult Literacy/Numeracy Service. Candidates must have experience of working with and teaching adults and be able to demonstrate a real understanding of what is needed for the teaching of Literacy and/or Numeracy to those whose first language is English.

TEACHERS (Materials, Student/Tutor Support). £6,897 - £11,496 per annum including London Allowance but with Full Conditions of Service.

Salaries are based on Scales for Further Education Teachers, the Conditions of Service are as for local Government Officers. Full-time hours of work 35 per week, some evening and weekend work for which time-off in lieu will be given.

Application forms (and obtainable from Director of Education, P.O Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW, returnable by 17 December 1984.

London Allowance of £1,038 per annum is payable.

Brent is an Equal Opportunities employer.

Brent is fundamentally committed to Multi-Cultural Education. (35898) 380000

HAMPSHIRE
WEST NEW FOREST ADULT EDUCATION INSTITUTE
Gore Road, New Milton
PRINCIPAL
Burnham (F.E.) Principal II £15,765 - £16,938
Required April 1985, qualified Principal to make a positive contribution to the development of an adult education, youth and community service strongly rooted in local needs.

Full details and application form from Area Education Officer, Cannon Street, Lymington. Returnable by 21st December 1984. 380000 (26321)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
SHEPWAY ADULT EDUCATION CENTRE
Parkcliffe, Shorncliffe Road, Folkestone
TUTOR ORGANISER
mainly for Fine Arts
A full-time post for an experienced teacher of adults. Post vacant from 29th April 1985.
Salary: Lecturer Grade 1: £5,910 - £10,512.
Closing date: 7th January 1985.
Further details and application form (send s.a.e.) from The Principal, Shepway Adult Education Centre, Parkcliffe, 20 Shorncliffe Road, Folkestone, Kent CT20 2NB. (27641) 380000

LONDON
Inner London Education Authority
RAVENSBOURNE ADULT EDUCATION INSTITUTE
Ewhurst Road, Brockley, SE4 1AB
Required as soon as possible Lecturer Grade 1 to teach Literacy and Numeracy to adults.
This Lecturer Grade 1 will be responsible to the Principal for certain literacy and numeracy, with an emphasis on numeracy, throughout the Institute, and will be under the immediate direction of the Lecturer II in Charge of Basic Education.
Applicants should have had successful teaching experience in the field, and it is expected that the person appointed will be fully committed to the needs of all students in the Department. Additionally, the ability and motivation to organise her/his own work and the capacity to present material in an interesting manner is of great importance.
Salary scales in accordance with Burnham FE Lecturer Grade 1: £5,910 - £10,512 plus £987 London Allowance. Assistance may be given towards removal expenses.
Please apply to the Senior Administrative Officer for job description and further details and application form. Please enclose a foolscap size, self-addressed envelope for application is 21 December 1984.
This is a re-advertisement of this vacancy. Previous applicants need not reapply.
All posts which are grade Lecturer 1 to Principal Lecturer are considered suitable for job share. Applications for job share will only be considered if submitted on a paired basis.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (35828) 380000

OLDHAM
METROPOLITAN BOROUGH
SENIOR LECTURER
OLDHAM CENTRE OF COMMUNITY EDUCATION
Applications are invited for this established post which has responsibility for the Royton, Crompton and Shaw areas for Adult and Community Education. Applicants should have organisational experience in Adult Education and relevant Community Education experience.
Salary and conditions of service are in accordance with the Burnham (FE) report.
Application forms/further details (foolscap SAE please) from Director of Education. (AD/FE/Si), Old Town Hall, Middleton Road, Oldham OL8 6PP, returnable to him by 11th January, 1985. (368577) 380000

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
BI-LINGUAL ADULT EDUCATION WORKER WITH WOMEN
Will be required to commence 1st January 1985 (or as soon as possible) to teach and develop work with Asian Women within the North East Adult Education Division of Establishment. Applicants should be fluent in Urdu/Punjabi and have qualification/teaching skills in Bharat or Varnai studies. Experience in counselling, advice work, health education, social or community work would be an advantage.
Will be working mainly with women, but a willingness to assist colleagues in work involving male students, particularly in Mother-Tongue would be helpful.
Salary Scale - Burnham FE Lecturer I - £5,910 - £10,512.
Application forms and further details (from the Chief Education Officer (Ref. CE/YWW/W) Education Department, PO Box 67, Leopold Street, Sheffield S1 1RL. Tel: 0742 26541, Ext. 286. Applications should be returned by 21st December.
It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (26440) 380000

Youth and Community Service

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT

DEPUTY WARDEN, JNC RANGE 3 POINTS 2 - 7 (£8,349 - £9,330)

Required at Moses Youth and Community Centre, Cecil Street, Bury BL9 0SD. Suitably experienced and qualified person required for this challenging post in one of the authority's well established Thriving Youth and Community Centres. The person appointed will assist the warden in the management and organisation of the centre, offering support to existing groups and also undertaking developmental work with young people and adults. The post carries authorised car user allowance.

Forms of application obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury BL9 0BW (Tel: 061-764 4000, Ext. 91) by the 21st December, 1984., (35694) 440000

DURHAM
COUNTY COUNCIL
RE-ADVERTISEMENT
TRIMDON COMMUNITY COLLEGE
Applications are invited from suitably qualified persons under JNC Regulations for the post of:- Full-time Warden 2 - £6,357 - £8,103
Stamped addressed envelope for further details and application form, returnable by 21st December, 1984 from the Director of Education, County Hall, Durham DH1 5UJ.
Previous applicants need not re-apply as they will be considered. (26555) 440000

Social Services

1st DEPUTY HEAD

Salary Scale: JNC Schedule 2 Group 3 – £11,337–£13,680 per annum

Briars Hey Community Home with Education, Mill Lane, Rainhill, Merseyside L35 6NP

Briars Hey caters for 36 girls between the ages of 14 and 17+ years. The establishment offers a Secure Care Unit, open C.H.E. and Independence Unit. Some girls attend school within the establishment, other local schools or colleges and other girls are placed in employment.

The Deputy Head is responsible to the Headmaster for the operational aspects of the establishment and also particular areas of school administration. He/she will be expected to assume overall responsibility for the establishment in the absence of the Headmaster. Ability to relate to both staff and girls as part of a management team is essential. A qualification in education or social work is required.

For informal discussion, contact: The Headmaster, Mr R. S. Potter on 051-430 9677.

Application form and further details from Director of Social Services, Duchy House, 96 Lancaster Road, Preston. Telephone: Preston (Lancashire) 264267. Please quote Ref: B2/KA/HQE.

Closing date: 28th December, 1984. (0965)

Lancashire County Council
An Equal Opportunities employer

YOUTH & COMMUNITY
continued

DERBYSHIRE
EDUCATION COMMITTEE

COMMUNITY EDUCATION TUTOR

Burnham Scale 4 (with J.N.C. Youth and Community Conditions of service)

Required for March/April 1985. This is a new and senior post reflecting L.E.A. encouragement of all aspects of Community education. Based upon Hatton School (N.G.F. 760), with responsibility for school/Community development in a variety of forms, youth programmes, adult education and out-reach activities.

This is a challenging and potentially rewarding job for a person with a high degree of skill and experience, able to work with others to progress in several areas simultaneously.

Hatton serves an attractive and broad rural catchment of about a dozen small villages.

Suitably qualified and experienced applicants (degree or certificate in Adult or Youth Work; teaching with appropriate additional experience; or other qualifications acceptable to C.N.C.) should apply in a detailed letter to the Head, together with curriculum vitae and names/addresses of two referees to The Headmaster, The Hatton School, Station Road, Hatton, Derbys.

More detailed information is available from the school on request.

Derbyshire County Council is an Equal Opportunity Employer. (26328) 440000

LIVERPOOL
SPEKE BOYS' CLUB
Little Heath Road, Speke, Liverpool 24
Full time experienced youth worker required for outer city club, Salary JNC3(ii).
Apply to: The Chairman, (Mr S. Simpson), 278 Mackets Lane, Liverpool 25.
Closing date: 21 December 1984. (36359) 440000

LIVERPOOL
MERSEYSIDE YOUTH ASSOCIATION LTD

APPOINTMENT OF CHIEF EXECUTIVE

Merseyside Youth Association Ltd., which is one of the largest voluntary youth organisations in the country is looking to appoint a person with enthusiasm, experience and a commitment to the Liverpool area.

The person appointed will be responsible to the Council of Management for the day to day running of the Association, including managing a large specialist staff; oversight of many specialist facilities including three residential centres, an arts centre, a sports centre, playing fields and 16 youth clubs, as well as a detached youth work project, a handicapped project, a specialist project for work with the unemployed and a Community Programmes employing 200 persons.

Write for an application form (enclosing an SAE) to: The Chairman, Merseyside Youth Association Ltd., 96a Princes Road, Liverpool L8 3AF.

Closing date 21st December 1984.

Salary Scalbury Principal scale £13,860 - £15,963. (36428) 440000

GLOUCESTERSHIRE
COUNTY COUNCIL

COMMUNITY EDUCATION SERVICE

Warden/Leader required at Matson Youth Centre. The successful applicant should be qualified in accordance with JNC Constitution of Service for Youth Workers. JNC Scale 2.

Application form and further details available from the Chief Education Officer, Shire Hall, 148 (NT3), Shire Hall, Gloucester. Closing date 20.12.84.

GLOUCESTERSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITIES EMPLOYER. (26451) 440000

LONDON W2
BEAUCHAMP LODGE YOUTH CLUB
3 Warwick Crescent, London W2
ASSISTANT YOUTH WORKER
Salary Scale 2 (£7,055 - £8,497)
Unqualified £5,649 - £6,370
Assistant youth worker required for full time post in busy youth organisations in the country is looking to appoint a person with enthusiasm, experience and a commitment to the Beauchamp Lodge settlement and its activities in the Great Union Centre at Little Venice. There is great scope for development in view of the youth club refurbishment programme which will be completed in the near future. The worker would be expected to have good organisational skills and be able to work alongside the Senior Youth Worker and the Settlement staff.

Contact Martin Singer for job description and application form on 01-289 3388.

Closing date 21st December 1984. (35189) 440000

LONDON
Inner London Education Authority
PORTOBELLO PROJECT - ONE STEP SCHEME
Required as soon as possible a full-time Project Worker from 21 January to 30 August 1985 whilst the permanent worker is absent, on confinement leave. The worker will be required to co-ordinate and run the One Step Scheme based at the Project.
JNC Salary and conditions. Qualified salary scale 3(ii) £9,585 - £10,548. Unqualified worker: £5,886 - £6,640. Both inc. allowances London allowance. Should an unqualified worker be appointed to this post an additional allowance of £750 will also be payable.
Assistance may be given towards household removal expenses.
For informal discussion ring Dave Moron (senior Worker) on 221 4413 or 221 4485.
Details and forms returnable by 9 January 1985 from Kensington and Chelsea Youth Office, 11 Westbourne Grove, London W2 (stamped addressed foolscap envelope).
This post is considered suitable for Job share. Applications for job share will only be considered if submitted on a paired basis, a resume of potential job sharers is maintained by ILEA/CEC.S. Room 236A, The County Hall, SE1 7PB. AN EQUAL OPPORTUNITIES EMPLOYER. (35589) 440000

NORTHUMBERLAND
EDUCATION DEPARTMENT
Ashington Y.M.C.A.
YOUTH & COMMUNITY WORKER
Qualified, to commence duties 1.4.85. The YMCA is a focal point in the community and offers a wide range of facilities and interests for all ages. Supported by active Board of Management and small M.S.C. workforce. Salary JWC Range 3 £7,854 - £8,844.
Application forms, returnable 21.12.84, to/enquiries: see to Mr. A. Sted, Chairman, YMCA, North Seaton Road, Ashington, Northumberland. (35757) 440000

OXFORDSHIRE
COUNTY COUNCIL

COMMUNITY EDUCATION

YOUTH WORKER
Theme

An imaginative qualified Youth Worker (Burnham 2, £8,595 - £9,631), is required for Kidlington and the surrounding villages.

A commitment to social education as indicated in the Thompson report is expected. Work on joint projects with Cherwell Villiers Secondary School will be part of the brief.

Application forms and further details available from the Chief Education Officer (Ref. 2/6/PER) Macclesfield House, New Road, Oxford OX1 1NA, to be returned within two weeks of the appearance of this advertisement. A.A.E. essential. (36353) 440000

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
MINSTHORPE HIGH SCHOOL AND COMMUNITY COLLEGE
N.N.R. 1348
Required for January 1985, or as soon as possible thereafter, Community Tutor to join a team for four Youth and Community Workers involving work within schools, with a purpose built Youth and Community Scale 2 post. Further details on request.
Application forms available, (on receipt of s.a.e.) from Chief Education Officer, Education Department, 8 Wood Street, Wakefield, to be returned within 10 days of this advertisement. (35848) 440000

SOUTH TYNESIDE
BOROUGH OF SOUTH TYNESIDE

EDUCATION DEPARTMENT

APPOINTMENT OF SENIOR YOUTH AND COMMUNITY SERVICES OFFICER

Applications are invited for the post of Senior Youth and Community Service Officer. The person appointed will be required to be responsible for the Principal Youth and Community Services Officer and to play a full part in the development and administration of the Borough's provision for Youth and Community Organisation. Additionally the post will carry a special responsibility for the development, organisation and administration of adult education.

Applicants should have completed either a full time Youth and Community Worker Course or Course of Teacher Training and have subsequently gained significant experience in co-operating with community work and/or adult education, preferably at an advisory level.

The salary will be in accordance with Burnham Head (Group 4) Grade 3 Scale (minimum £14,664 to maximum £15,963). The Conditions of Service will be in accordance with the Soulbury Scale for Inspectors Organisers and Advisory Officers of Local Education Authorities.

Further details and application forms may be obtained from the Chief Personnel and Management Services Officer, Weston Hall, Weston Village, Nr. Stockton-on-Tees, Cleveland TS21 1RU. Tel: South Shields 534968), and should be returned by noon on 21st December 1984.

THE BOROUGH OF SOUTH TYNESIDE IS AN EQUAL OPPORTUNITIES EMPLOYER. (37632) 440000

W. MIDLAND
WOODLANDS CAMP OUTDOOR ACTIVITY CENTRE
Applications are invited for the post of Bursar/Bursar.
Applicants should be Qualified Youth Workers who have experience of Out Door activities.
Bungalow in grounds, applicants would be expected to live on site.
Apply with full particulars to The Warden, Woodlands Camp Bourne Vale, Aldridge, Walsall, West Midlands WS9 0SH. Tel: 021-353 7398. (36537) 440000

Overseas Appointments

ATHENS
Wanted infant trained teacher with experience for English Kindergarten.
Please write Mrs Cradock, 10 Levidou, Nea Erithrea, Athens. Tel: 8048869. (35035) Athens 460000

CHRISTIAN TEACHERS,
especially of R.E., Maths, Science and English required for SECONDARY SCHOOLS in Africa. Voluntary rates - two year contracts Airfares, preparation courses, insurance and overseas allowances provided. Apply to: VOLUNTEER MISSIONARY MOVEMENT, Shenley Lane, London Colney, Herts. AL2 1AG (s.a.e. appreciated). (34281) 460000

COLOMBIA

BRITISH AMERICAN SCHOOL
Barranquilla, Colombia

Urgently requires for early January 1985 a Primary trained teacher for 2nd Grade (7/8 years old) to teach Maths, English and Natural Science.

Familiarity with Fletcher knowledge of Spanish and S.P.L. an advantage.

Suitably qualified teachers should apply as soon as possible sending C.V's and recent photographs, names of referees and giving a contact telephone number to:- Mr I.C. Turton, 11 Ashburton Lane, Lymington, Hants. SO4 9NL. (26033) 460000

EASTER IN GERMANY

Teacher of German required to accompany group of 30 British pupils (16 - 18 years) on a 3 week German course in Braunschweig 16th March to 27 April 1985). Travel costs and full board will be paid plus a salary of £100 per week. Some German teaching will be required in school (mornings only) and limited supervision of pupils' parties. Duties are primarily the responsibility of the families who are hosting them.

For further details please apply to: Teacher Exchange Department, Central Bureau for Educational Visits & Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (35886) 460000

TEACH IN RUSSIA

The Anglo-American School of Moscow

An independent school affiliated with the American, British, and Canadian Embassies.
Enrolment: 260 children from 30 countries.
Accredited member, European Council of International Schools.
Faculty Openings for August 1985:

Infants and Junior Class Teachers (5's to 11's)
English and History, First Form (12's)
Art (all levels)
ESL (all levels)

Minimum of two years' teaching experience required.
Initial Contract for a period of 2 years.
Excellent Salary and Benefits including furnished apartment and all transit costs.
Application Deadline: January 31st, 1985. Interviews will be conducted in UK during the week of February 11th–15th, 1985.
Send curriculum vitae and cover letter to: The Director, Anglo-American School of Moscow, c/o FCO (Moscow), King Charles Street, London SW1A 2AH. (0918)

OVERSEAS POSTS
continued

COMMONWEALTH AND INTER UK TEACHER
Applications are invited from qualified primary and secondary schools for one year exchanges with similarly qualified teachers in Australia from January 1986 or from September 1985.
Under UK (England, Wales, Scotland, N. Ireland, Channel Islands) one, two or three year exchanges January, September.
Normal UK Salary is paid in full exchanges and return air fares and personal grants available for overseas visits.
Please send SAE to: League for the Exchange of Commonwealth Teachers, Seymour House, 2nd Floor 5-8-37 Seymour Mews, London W1H 9PE for further details. (11614) 460000

FRANCE
LANGUAGE TEACHERS: are you interested in taking part in a totally new way of encouraging contact between young people of different nationalities? If so, write for details sending curriculum vitae and passport photo to: E.L.T.C. EURO-SEJOURS, 22, Rue de Verdun, 53000 LAVAL FRANCE. (26604) 460000

FRANCE
INTERNATIONAL EXCHANGE TRAINING ORGANISATION
Requires tutors (or groups of young French Students on short stays Spring 1985. Fluent French and availability for training in early 1985 essential.
Apply in writing with full curriculum vitae and photo to: E.L.T.C. EURO-SEJOURS, 22, Rue de Verdun, 53000 LAVAL FRANCE. (26605) 460000

GREECE
QUALIFIED TEACHER of English (TEFL/TESL) to work in Greece during 1985-86 school year.
Please write to: Mr. B.P. Sperdonakis, Director of International Institute of English, P.O. Box 152, 6nd Pin, 1100, Greece. (26542) 460000

INDONESIA
BRITISH INTERNATIONAL SCHOOL
Jakarta
Applications are invited for the following positions w.e.f. September 1985:
1. Teacher of General Science
2. Teacher of Music
3. Teacher of Infants
4. Teacher of Juniors
The B.I.S. is an independent foundation serving the British community in Jakarta. There are 620 pupils between the ages 4 - 16. Generous terms and conditions. Initial 2 year contract.
Further details on receipt of S.A.E. from C. Tomlinson, Fullbrook, 6 Priggie Street, Frome, Somerset BA11 3AE. (26013) 460000

ITALY
T.E.F.L. Teacher required for language school South Italy January June 1985 - Lit.950,000 monthly plus free accommodation.
Send curriculum vitae and photo to International School - via V. Veneto 69 Reggio Calabria Tel: 0965 52058. (26150) 460000

ITALY
THE BRITISH SCHOOL OF MONZA
Italy
Requires E.S.L. Teacher commencing January 1985 to May, ringwalds. Good degree and U.S.A. prep. Grade B or equivalent minimum requirements.
Strictly by application formonly, to be asked from: Mr P.N.S. Taylor, Director of Studies, British School of Monza, Via Vittoria Emanuele 1-20052 Monza (Italy). Tel: 039-364066-384944. (35858) 460000

GERMANY/FRANCE
SCHOOLS ABROAD have vacancies for Language Course teachers for temporary employment in France and Germany for periods of one to two weeks during the following months:
Germany February/March and October 1985.
France February to June and October 1985.
Each course lasts 7 days and caters mainly for pupils aged 12 - 14 years. Duties will include organising classroom activities, programme of local excursions and evening entertainment. Applicants must demonstrate good academic qualifications, relevant teaching experience and a genuine enthusiasm for using modern language teaching methods for British children in a foreign country. Car owners preferred.
Interviews will be held during the Christmas holidays.
Please apply IN WRITING ONLY to: Barbara Hopper, 5 Lincoln Abroad Ltd., Grosvenor Hall, Belmore Road, Haywards Heath, West Sussex RH16 4BX. (26530) 460000

ITALY
T.E.F.L. Teacher required for language school South Italy January June 1985 - Lit.950,000 monthly plus free accommodation.
Send curriculum vitae and photo to International School - via V. Veneto 69 Reggio Calabria Tel: 0965 52058. (26150) 460000

Teacher learns a thing or two in Tuvalu.

Voluntary Service Overseas is looking for English Language, Science, Maths, Agricultural Science and Technical teachers (among others!) to work in third world communities both teaching, and training potential teachers.

VSO work – being carried out by some 1,000 volunteers at this moment – has a lasting effect in combatting world poverty and hunger.

And each VSO worker returns richly rewarded by the two-year experience.

Applicants should be aged between 20 and 65, without dependants and willing to accept no more than the 'local' rate of pay.

If you have the right qualities and expertise and you're free to go, please believe that you're needed urgently!

If you're unable to go, but you would like to support our work, there are still two things you can do: send a donation; become a VSO member.

(For more information, please complete and return the coupon.)

VSO
VOLUNTARY SERVICE OVERSEAS
Why not?
VSO also needs...
Basket Carpenters Diesel & structural mechanics Physiotherapists Midwives Librarians Doctors Community workers Town planners Fishery specialists Librarians, Small business advisers Craft specialists Foresters Electronics technicians & others Teachers English Maths, Science & technical subjects, Home economics & Commerce) Specialist teachers of the handicapped

Please send me a copy of your guide to overseas jobs
Name
Address
Post to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW (S.A.E. appreciated) Crawley no 313757 TES 7/12

GERMANY/FRANCE
continued

ITALY
THE BRITISH SCHOOL OF MILAN
Requires E.S.L. Teacher commencing January 1985 to May, ringwalds. Good degree and U.S.A. prep. Grade B or equivalent minimum requirements.
Strictly by application formonly, to be asked from: Mr P.N.S. Taylor, Director of Studies, British School of Monza, Via Vittoria Emanuele 1-20052 Monza (Italy). Tel: 039-364066-384944. (35858) 460000

Posts overseas

Morocco

Post 1: Teacher
Post 2: Senior Teacher
The British Council, Rabat

Duties: To teach general EFL at all levels to classes of up to 20 students for up to 25 contact hours per week (there may be some possibility of ESP classes); to assist with administrative and professional duties such as enrolment, testing, materials writing etc. The Senior Teacher will have additional teacher-training, examination and coordination responsibilities and will deputies for DOS in his absence.
Qualifications: Degree or equivalent; RSA Dip or PGCE TEFL or equivalent (RSA Prep. Cert may be acceptable for teacher post); 2 years' TEFL experience (3 years for Senior Teacher); experience in a BC DTEO an advantage, as is a knowledge of French.
Salary scale: Dirhams 78,804–101,200 pa (£1=11.45 DH approx.) The starting salary will *be at least 82,284 DH pa. The Senior Teacher will* receive 10% extra.
Benefits: Medical insurance, airfares, baggage allowance, 40 days leave, Superannuation Compensation Allowance.
Contract: a two year contract with the British Council in Morocco, renewable by mutual *consent, starting no later than 27 January 1985.*
Closing date for applications: 27 December 1984.
Reference: 84D 102-103T

Saudi Arabia

1 Senior Instructor
1 Media Resource Officer
8 English Language Instructors
The English Language Teaching Centre, Petromin Refinery, Riyadh

The English Language Teaching Centre was started in September 1982 and is rapidly expanding.
Duties: Senior Instructor
Responsible as directed by the Director of Studies for liaison with Technical Instructors on language needs analysis of technical trainees; administering of testing programme; some teaching and supervision of teachers.
Qualifications: Candidates, married or single, must be male, 25–50 and should hold a driving licence. They should have a degree, a TEFL/TESL qualification and a minimum of six years' relevant experience.
Salary: Senior Instructor
– *from SR 102,090* – SR 109,853 pa
Media Resource Officer
– from SR 91,507 – SR 98,470 pa
English Language Instructors
– from SR 86,386 – SR 99,470 pa
(£1=SR 4.45 approx.) commensurate with qualifications and experience.
Benefits and Allowances: *Superannuation* Compensation Allowance at 10% of salary, free furnished accomodation, personal allowance of SR 6,000 pa; married allowance; transport allowance of SR 8,500 pa; medical insurance allowance; 30 working days' fully paid leave; an international travel grant and a baggage *allowance of £1,000 on first appointment.*
Contract: The initial contract with the British Council in Riyadh is from date of appointment to 31 December 1985, thereafter 1-year contract renewable annually. CANDIDATES MUST BE ABLE TO TRAVEL TO SAUDI ARABIA BY 25 JANUARY 1985.
Closing date for applications: 27 December 1984.
Reference: 84A 135–144T

Soviet Union

Lectors in English for universities and institutions of higher education in Moscow and other major cities in the Soviet Republics

Qualifications: Candidates should be graduates, preferably but not necessarily in *English, Russian or other Modern Languages,* with at least RSA Prep.Cert. and one year's teaching experience. Single candidates preferred.
Salary: 400 Roubles per month plus a sterling subsidy at the rate of £4,376 pa, paid in Britain.
Benefits: Subsidised accommodation; *superannuation contribution; return fares.*
Contract: From September 1985 for one academic year of 10 months. Renewable.
Closing date for applications: 7 January 1985.
Reference: 85B 1–19T

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

The British Council

Youth and Community Service

YOUTH AND COMMUNITY OFFICERS
(three posts)

Following a re-structuring of the Youth and Community Service in Havering three new Youth and Community Officers posts have been established. These will have Borough-wide responsibilities for:-

a) Training and Staff Development
b) Youth Unemployment and Detached Work
c) Voluntary Organisations and Special Projects.

Salary Main Range 2–6 (£10,203–£11,478 plus £678 London Weighting).

The holder of one of these new posts will receive an additional increment to recognise that he/she will act as Deputy to the Principal Officer).

Invitations are invited from experienced and qualified youth workers, teachers, etc.

Further particulars and application forms are obtainable from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, RM1 3DR (s.a.e. please). Ref: JC.

Havering

Completed applications should be returned within fourteen days of the appearance of this advertisement. (0976)

SOCIALISM AT WORK
Tameside Metropolitan Borough

EDUCATION DEPARTMENT
NEIGHBOURHOOD YOUTH AND COMMUNITY WORKER
JNC RANGE 4 POINTS 2-6
£9,330 – £10,491 PA

This is an exciting opportunity for an experienced, qualified youth and community worker to join a team of two other workers offering a broad based community initiative in Hattersley, a large overspill estate near Manchester.

The worker will form part of the team, led by a Community Centre Warden with a Youth Worker as a colleague, all with educational goals.

The worker appointed will be expected to extend and support significant developments that have already taken place. There will be sufficient flexibility for a new worker to respond to and to initiate other areas of work.

For application forms and further details please write to The Chief Personnel Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester OL6 6DL.
To be returned by 21st December 1984.
Tameside – AN EQUAL OPPORTUNITIES EMPLOYER (5133)

EDUCATION DEPARTMENT – YOUTH AND COMMUNITY SERVICE
Area Youth and Community Worker
£9,927 – £11,076 plus Outer London Weighting

An energetic and imaginative person is sought to lead this new and exciting Youth Community Project.
Applicants should be suitably well-qualified, have substantial experience in youth and community work and possess a high degree of administrative and managerial skill. The Area Worker will be based at the Shoreline Youth Club, Mortlake and will be expected to develop and co-ordinate a balanced Project in the Mortlake, Barnes and North Sheen neighbourhoods, which includes the Townmead and Castelnau Youth Clubs.
Forms and further details from Non-Teaching Personnel Section, Regal House, London Road, Twickenham TW1 3AA (891 1411, ext. 228) returnable by 21st December, 1984. (0930)

London Borough of
RICHMOND UPON THAMES

Buckinghamshire Education Department
(An Equal Opportunity Employer)
County Youth and Community Officer
Soulbury HT Group 9
(£15,792-£17,112)

As one of four County Youth and Community Officers, this person appointed will be responsible for the work of the Youth and Community Sub-Committee in the Beaconsfield/Chiltern area and will serve initially as County Adviser – Youth Service.
The Youth and Community Sub-Committee has responsibilities including Youth Service, Adult Education, Sport, the Arts, International education and Joint Provision and the successful candidate will be well qualified and expected to have had senior responsibilities in one or more of these areas.
Further details and application forms available from the Chief Education Officer (Q1), County Hall, Aylesbury, Bucks HP20 1UZ, upon receipt of a stamped addressed envelope.
Closing date: Friday, 21 December, 1984. (6119)

GULF ENGLISH SCHOOL
KUWAIT
A.N.R. 1600

PRIMARY DEPARTMENT:
Class teachers – Kindergarden 3½–4½; Infants 4½–7½ and Juniors 8½–11½ Co-ordinators – Science, Mathematics, and Intergrated studies Specialists – Physical Education, Music, Computer Studies and E.F.L.

SECONDARY DEPARTMENT:
Graduate teachers to Cambridge and AEB 'O' level. English, Drama, EFL, Mathematics, Physics, Chemistry, Biology, Combined Science, History, Geography, Computer Studies, Art, Music, *French, German, Economics, Commerce* and Business Studies Library. Department Heads for Mathematics, English and Sciences.

Terms
Two year contract (renewable), annual economy London/Kuwait/London Passage, free furnished air conditioned accommodation, free electricity, water and porterage, no absence bonus, annual gratuity, insurance, and annual tax free salary in the range of KD 3120–KD5180.
Interviews in London February/March 1985. Applications are welcomed for single teachers and married teaching couples without children or with wife who has secretarial qualifications (at Pitman centre). Application forms and details by return.
Forward full C.V. and recent photograph to: R W Sherfield MSC, Principal, PO Box 6320 Hawalli, Kuwait, Arabian Gulf.

SENIOR INSTRUCTOR (EFL/ESP) KUWAIT
On behalf of an associated company (who will be the employer) we are seeking a senior instructor for a small private language school.
Main duties will include:
- professional and administrative control of the Centre
- professional assistance in marketing courses to companies
- some teaching duties

A post-graduate TEFL qualification and several years of EFL/ESP experience overseas are required. Some experience of responsibility posts preferred. Single-status post with annual, renewable contract and free shared accommodation. Salary range: KD 425 – KD 540 per month plus gratuity. Interviews and posting asap.
For further details, please send CV to:
Mrs Leigh Tarleton, Director EFL, Pitman Training Services, 6 Southampton Place, London WC1A 2DA. (0944)
Pitman

Primary School Teachers
Overseas

On behalf of the Royal Dutch/Shell Group of Companies operating in the State of Brunei, Gabon, Nigeria, Oman and Sarawak, Shell International Petroleum Company Limited invites applications for a limited number of vacancies expected in their schools in September 1985.

You should be prepared to serve in any of the above countries and must be British, single and under 32 with a recognised qualification for teaching (in the 5-11 age range) and have a minimum of 3 years' recent experience of *Infant/Junior teaching* in the United Kingdom. The ability to play the piano and to teach French would be an advantage and you should also possess a clean U.K. driving licence. Employment is conditional on obtaining a work permit from the country in question, for which the Company concerned will make application.

Engagement will be a one-year contract initially, renewable by mutual consent for up to four years. Applicants who could obtain secondment from their L.E.A. for the period of the engagement will also be considered. Conditions of service include paid return passages and approximately 40 days home leave each year.

Please write or telephone for an application form to:
Shell International Petroleum Company Limited, Recruitment Division, (TI3) PNEL/431, Shell Centre, London, SE1 7NA. Telephone: 01-934 6185.

Closing date for receipt of applications is 31st January, 1985.

Shell

OVERSEAS
continued

KENYA
GREENACRES SCHOOL
Near Nairobi
Has openings for well-qualified and experienced teacher of:
(1) History and Geography up to O-level - for April 1985.
(2) Teacher of Infants for January 1985.
Applications by letter including c.v., photograph, names and addresses of two referees to the Headmaster, Greenacres School, P.O. Box 45215, Nairobi, Kenya. 460000 (35818)

ITALY
Teacher of English (E.F.L. or Primary school experience) needed to start in January 1985.
For details write (express enclosing particulars a clear photo and Tel. No. to: The Lexicon Institute, Corso Galileo 82 Siracusa Italy (26542) 460000

SPAIN
MALLORCA
Headmistor required for September 1985 or earlier for international day school on the Island, taking pupils from kindergarten to senior forms. Write Box No. TES 00281, Priory House, St John's Lane EC1M 4BX. (35816) 460000

JERUSALEM
THE ANGLICAN SCHOOL
Jerusalem
Requires a
LIBRARIAN
to organise the school library (senior and junior sections) with the help of an assistant.
The person appointed, who should have had experience both as a librarian and as a teacher, will be asked to develop the library as a resource centre including audio visuals.
Applicants should be evangelical Christians, single and prepared to make a four-year commitment.
For a job description write to:- The UK Agent - Anglican School, c/o C.M.J., 30c, Clarence Road, St Albans, Herts, AL1 4JJ. (26456) 460000

KUWAIT
For January 1985 Director of E.F.L. Services.
An international Educational concern seeks a well-qualified and self motivated person to establish a wide variety of E.S.P. plus E.F.L. courses for clients throughout Kuwait and Gulf. Extensive experience in preparation of programmes and resource material is essential as is the ability to liaise with senior management in the corporation and client companies.
Application forms and other details available upon receipt of c.v. and recent photographs. Terms: two year contract renewable, tax free salary, Gratuity, free air conditioned furnished accommodation, annual London - Kuwait - London passages. Applications to the Director, P.O. Box 25468, Safat, Kuwait, Arabian Gulf. (27379) 460000

KUWAIT
AL-BAYAN SCHOOL
Required for September 1985:-
1. HEAD OF SCIENCE (PHYSICS SPECIALIST)
2. HEAD OF MATHS
3. ENGLISH TEACHER
4. CHEMISTRY TEACHER
Tax free salaries up to £15,000 p.a.
Send 5 copies of C.V. with names of 3 referees and SAE to: Dept. AS, PACES, 6b Eccleston Gardens, St Helens WA10 3BN within 10 days. (36556) 460000

SOUTH AFRICA
HILTON COLLEGE
Natal
Required for January 1986 or possibly September 1985, suitably qualified graduate to teach Mathematics and Computer Sciences. Interviews to be held in London early January, 1985.
Apply with full C/V and telephone number to: Mr. J.P. Polan, C/o 13 Regency Drive, West Byfleet, Weybridge, Surrey KT14 6EN. (26069) 460000

SWITZERLAND
British Girls' Boarding School seeks for September 1985 qualified and experienced teachers to replace two who will be retiring.
1. ART and HISTORY OF ART to 'O' and 'A' levels.
2. E.F.L. to girls from 11 to 18 years, as well as subsidiary English to Sixth Formers preparing for 'A' levels in other subjects.
Write for details sending full C.V. to The Principal, St. George's School, Clarens, Switzerland. (35753) 460000

TOKYO
Wanted experienced teacher to teach Physics, Chemistry, and Biology courses in Grade to A.L. including I.B. programmes. Also needed a teacher for Economics A.L. and Computer Science 7th Grade to A.L.
Please send C.V. and three references to:- The Headmistress, International School of the Sacred Heart, 3-1, Hiroo 4-chome, Shibuya-ku, Tokyo 150, Japan. Tel: (400) 3981 2. (26431) 460000

VACANCIES! Higher Technological Institute, Turkish Republic of Northern Cyprus. Vacancies in Civil, Electrical, Mechanical and Computer Engineering to be filled with suitably qualified personnel immediately. Teaching experience to degree level essential. For details and interview please phone 01-839 1511 or 01-839 5530 on Tuesday 8th January, 1985. (35183) 460000

SUMMER TEACHING JOBS IN AMERICA:
Work on American children's summer camps, mid-June to end August.
See ad under Holidays and Accommodation. (42786) 460000

ADMINISTRATION (L.E.A.)

METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION DEPARTMENT

North TYNESIDE Metropolitan Borough Council

SENIOR ADVISER/ INSPECTOR

(Soulbury Headteacher Group 10 £16,824 to £18,141)

The person appointed to this new post will take up duty as soon as possible and will be responsible for the management and professional guidance of a team of experienced Advisers and advisory teachers. Their principal tasks include the constant review and upgrading of all areas of the curriculum and the recruitment and personal development of a first class teaching force.

Candidates must have had substantial experience at a senior level within a Local Education Authority and have detailed knowledge of curriculum and organizational developments.

ADVISER FOR SPECIAL EDUCATIONAL NEEDS

(Soulbury Headteacher Group 8 – £14,684 to £15,983)

Applicants should be well qualified and have considerable teaching experience in one or more areas of special education, preferably in both special schools and in ordinary schools.

Application forms and further details for both posts are available on receipt of a stamped, addressed envelope from the Chief Personnel Officer, 7 Northumberland Square, North Shields, NE30 1QQ (telephone (0632) 577301 or 577486) to whom they should be returned within 10 days of the appearance of this advertisement. (0995)

The *Bell* Educational Trust

The Bell Educational Trust seeks applications from teachers of English as a foreign language, single status or a teaching couple, to work in the Foreign Language Centre of Shanghai First Medical College in the

PEOPLE'S REPUBLIC OF CHINA

Post 1 Senior teacher and assistant to the Chinese Director of The Centre.

Post 2 Teacher of EAP

Total remunerations within a range of £8,400 to £10,200 plus free living accommodation, air travel and comprehensive insurance package.

1 year contract initially, commencing February 7th 1985.

Applicants should possess a postgraduate qualification in TEFL and at least five years relevant experience, some of which will have been overseas.

Applications with full c.v. and the names of two referees, one of whom must be the most recent employer, together with recent photograph to:

Lewis Kerr, Principal Projects Manager, Overseas Division, Bell Educational Trust, Hillscross, 1 Red Cross Lane, Cambridge CB2 2QX

Principal

Herschel School, Claremont

Cape Town

Senior members of the teaching profession are invited to apply to take up the above mentioned post with effect from 1st January 1986.

Herschel is a private Anglican School for girls from pre-primary to matriculation. It has a teaching staff of 50 and caters for 600 pupils of whom 80 are boarders.

Candidates may be married or unmarried, of either sex, and must be Anglican communicants. The salary and benefits will be commensurate with the responsibilities of the position.

Applications should be addressed in writing to the Chairman, Selection Committee of the Council, Herschel Association, Claremont, 7700 Cape Town, with a curriculum vitae, the names of two referees and a recent photograph. Applications must be received by 31st January 1985. (5131)

LIBYA
Teacher-in-Charge required for January 1985 for a 30 pupil primary school on an oil refinery site at Ras Lanuf 370 km west of Benghazi. The school has a British-based curriculum but a multi-national intake.
Candidates must be fully qualified and experienced primary teachers with proven ESL experience. Good salary and generous travel benefits.
Interviews week of 17th December so send C.V. immediately and telephone for further details: Worldwide Education Service, Strode House, 44-50 Osnaburgh Street, London, NW1 3NN. Tel: 01-387 9228. (38789) 460000

NORMANDY
'RAPID' ENGLISH
Rouen, France
TEACHER OF ENGLISH TO FRENCH BUSINESS PEOPLE REQUIRED IN NORMANDY, FROM JANUARY/FEBRUARY 1985.
University Graduate with teaching qualifications and reasonable knowledge of French. Previous business experience important, personality and flexibility essential. Driving needed.
Write, with CV and two references to: Rapid English, 11 Quai du Havre, Rouen 76000, France. (36834) 460000

LOOKING FOR A TEACHING JOB ABROAD FOR 1985?

Send for details of our placement and job search services, and for details of our Register.

We may be able to assist you get the job you want.

For details send a self-addressed, stamped (if in UK) A4 or A5 size envelope, together with £1 to cover postage/administration costs to:

CCL EDUCATION CONSULTANTS (Ref: TeHReg), 3 Temple Row West, Birmingham B2 5NY, England, UK. (0949)

THE ASIAN DEVELOPMENT BANK, MANILA, PHILIPPINES

An International finance Organisation representing 45 member countries requires an E.S.P. CONSULTANT for 9 months from 15 March 1985.

The Consultant's duties will be to provide specifically designed 1-1 English courses for Bank staff wishing to improve their skills, particularly in report-writing, to develop materials for those courses and to carry out analysis, testing and progress reporting as required.

Candidates should have an M.A. in Applied Linguistics (EFL) and experience of Needs Analysis, Syllabus Design and teaching advanced professionals in Economics and technical English. Prior experience in the Commercial/Business sector is desirable.

The Salary is U.S. Dollars $ 2100 per month, tax free and additional accommodation and subsistence allowances are paid, together with air fares, baggage allowance and medical insurance allowance.

Further details can be obtained from and applications should be sent by 21 December 1984 to:-

YORK LANGUAGE TRAINING
116 Micklegate,
YORK YO1 1JY (0952)

WARWICKSHIRE COUNTY COUNCIL
An Equal Opportunities Employer

ADVISER FOR MULTICULTURAL EDUCATION

Headship Burnham Group 9
£15,792–£17,112

Applicants should be suitably qualified with good experience in teaching, an understanding of the educational and vocational needs of pupils and students from ethnic minority group and their cultural backgrounds, and experience of relationships with local ethnic communities. A knowledge of an ethnic minority language would be desirable though not essential.

Further particulars and application forms are available from the County Education Officer, (SP/TW/ADV), 22 Northgate Street, Warwick CV34 4SR. Telephone requests for particulars should be made to Warwick (0926) 495431, extension 2554.

The closing date for receipt of applications is 4th January, 1985.

Phase Advisers (3)

Soulbury H. T. Group 10
£16,008 – £17,262 p.a. plus £877 (L.W. and Supplements)

Applications are invited from suitably qualified and experienced candidates for three newly created Phase Adviser posts in the Education Department following restructuring of the Advisory Team. It is intended that the successful candidates will be principally concerned, in co-operation with the other members of the Advisory Team, in promoting good educational practice to meet the needs of pupils and students at the following stages:

Early Childhood/Lower Primary – Ref: E/834
Upper Primary/Lower Secondary – Ref: E/832
Upper Secondary/Continuing Education – Ref: E/833

In addition, the Phase Advisers would offer a specialism which contributes to the overall work of the Advisory Team.

Assistant Education Officer
(Youth & Community and Adult Education)

Grade PO2B
£13,725 – £14,709 plus £877 (L.W. and Supplements)

Applications are invited for this new post within the Continuing Education branch of the Education Service.

Brent's youth & community provision is one of the most progressive in the country and the postholder will be responsible for its management and will be expected to take a positive role in stimulating new developments.

The postholder will also be responsible for the Authority's Basic Education Unit and Evening Institutes, with the challenging remit for the co-ordination of educational services for adults and the Council's initiatives in community development.

Candidates should be graduates or hold appropriate professional qualifications, and should have management experience at a senior level.

Application forms and job description from the Personnel Division Room 1 Brent Town Hall Annexe, Kings Drive, Wembley, Middlesex B49 9BR returnable by 31st December 1984, telephone 01-903 0371 (24 hour Ansafone service).

Reference numbers must be quoted. (0991)

London Borough of
BRENT
Brent is an Equal Opportunity Employer. Job sharers welcome.

EDUCATION DEPARTMENT

Principal Officer

(Ethnic Minorities)
PO (6–9) £12,330–£13,365

Newham is a multi-racial Borough with well over a quarter of its population from a variety of ethnic minority groups. The Council is developing and providing services and facilities which are geared to meet the specific needs of particular ethnic minority.

With this development process in mind a new post has been created within the Education Department with responsibility to the Director of Education through the Deputy Director. He/she will be expected to work closely with Senior Management including the Heads of Schools, Continuing Education and Management Divisions, and with the Adviser in multi-cultural Education who has a responsibility for the development of a multi-cultural curriculum and for relevant in-service education of teachers.

The postholder will be involved in reviewing Education Department procedures including monitoring appointments and promotions, and keeping ethnic records. There is also a responsibility for ensuring that departmental procedures are understood by and are sensitive to the needs of ethnic minorities. The opportunity exists to contribute to discussion and review of the use made by the department of Section 11 and Urban Aid funding. The postholder will represent the department at meetings where these issues are discussed corporately e.g. Race Relations Working Party and Community Relations Sub-Committee and will prepare and present reports.

The job requires a high level of tact and diplomacy, persuasive powers an understanding of the forces which underlie racism and prejudice, the ability to relate to people of all ethnic and social backgrounds and skills in verbal and written communication. A proven track record of working in ethnic minority organisations, race relations and/or local government will be preferred.

Whilst some knowledge of the workings of a local education authority is desirable more important is the ability to work effectively as a member of a team. It is essential that the post is not seen as having a "policing" role, monitoring the work of others, but rather as one which has an "enabling" function which allows colleagues to be more effective.

We are not looking for someone who will preach righteousness and social justice to the already converted; We are looking for someone who will lead by example and results.

Application forms and further particulars are available from the Chief Executive, Town Hall, East Ham E6 2RP. Tel: 471 0619 (24 hour answering service). Please quote Reference ASC/840.

Closing date:
3rd January, 1985.

(5122)

An Equal Opportunity Employer
LONDON BOROUGH OF NEWHAM

ASSOCIATION OF METROPOLITAN AUTHORITIES

Professional Assistant (Education)

Applications are invited for this new post. First hand knowledge of a substantial area of the services provided by local education authorities is essential. The work offers interesting and demanding assignments across the range of education in local government.

Salary Principal Officer range, currently £11,052–£12,087 Plus London Allowance of £1,191. Local government conditions of service plus luncheon vouchers.

Application forms from AMA, 36 Old Queen Street, London SW1H 9JE, or by telephone 01-222 8100 Ext. 244.

Closing date 21 December 1984.

The Association is an equal opportunities employer. (6105)

ADMINISTRATION
continued

Community Education Service

MANAGER
Chalvedon Youth and Sports Centre

An energetic and experienced Manager is required to sustain the substantial programme of social and sporting activities undertaken at this thriving Centre, which is situated in Basildon. The main Centre plus an annexe are based on local comprehensive schools, and extensive use is made of the independent premises and the school facilities which include a large sports hall.

Applicants (male/female) should be qualified in accordance with the J.N.C. Report for Youth Workers and Community Centre Wardens. Salary: J.N.C. for Youth Workers Range 4(c) £10,209–£11,382 plus £258 Outer London Fringe Allowance. An allowance of £383 per annum for a pass degree or £651 per annum for an honours degree is also payable for appropriate qualifications.

Application forms and job descriptions are available from the County Education Officer, Community Education Service, Threadneedle House, Market Road, Chelmsford (telephone Chelmsford 267222 ext. 2862). The closing date for applications is Friday, 21 December 1984.

ESSEX County Council (5118)

METROPOLITAN BOROUGH OF Rochdale Education Department

Applications are invited from those with the necessary attributes for the job regardless of race, creed, nationality, disability, age or sex.

EDUCATION DEPARTMENT

PROFESSIONAL ASSISTANT (CAREERS AND TRAINING)

PO Scale 1 £10,242 – £11,052 (Pay Award pending)

This post is one of a team supporting the work of the Education Department in its response to the Youth Training Scheme and other areas of vocational preparation and guidance in Schools, Colleges and Government Training Schemes.

The postholder will have a particular role in promoting liaison between the various agencies concerned with vocational preparation, developing in-service training programmes, providing resource support to practitioners and assisting in curriculum development.

Applicants should possess a professional qualification in teaching and/or careers guidance and have proven ability and working experience in at least one of these fields.

An essential user car allowance is payable, therefore, applicants must possess a full current driving licence.

Assistance with removal expenses etc and housing accommodation may be available.

Applications forms available (quote H411) from the Chief Personnel Officer, PO Box 68, Municipal Offices, Smith Street, Rochdale OL16 1XG (Tel 47474 Ext 682) to be received not later than 21 December 1984. (5042)

WILTSHIRE COUNTY COUNCIL
Education Department
CAREERS SERVICE

EMPLOYMENT AND TRAINING DEVELOPMENT OFFICER

Grade: SO. 1/2 Salary: £9,060–£10,539 p.a.

This is a key post in a lively and progressive Careers Service, based at Headquarters in Trowbridge. The person appointed will be responsible for the co-ordination and development of Careers Service work, which involves links with the Youth Training Scheme, employers and training organisations, the work of area staff dealing with employment and training matters and seeking new opportunities for young people.

Applicants should be experienced and qualified careers officers with a sound knowledge of the assessment techniques and approaches to training now being adopted within the Youth Training Scheme and other areas.

Application form and further details from Chief Education Officer, County Hall, Trowbridge, BA14 8JB. Tel. Trowbridge 3641, ext. 2454, quoting ref. No. E.84.414, returnable by 21st December 1984.

(5134)

EDUCATION DEPARTMENT

Senior Administrative Officer (Schools & Welfare)

£10,227–£10,821 South West Area Education Office, Guildford

Required for the overall management of the section responsible for the admission of pupils to schools in the South West Area of Surrey (over 120 establishments). This will also include the administration of free school meals, transport of pupils to schools and general welfare matters relating to pupils. The successful candidate will also be required to act as Clerk to a number of School Governing Bodies. The use of a car is essential.

Further details and application form from the Head of Manpower Services, County Hall, Kingston upon Thames, Surrey, KT1 2DN ext. 3677. Please quote Ref. No. MSD/108. Closing date 21 December 1984.

Youth & Community Workers

£8,853–£10,467 Stanwell/Ashford and Epsom

Applications are invited from qualified Youth and Community Workers to work in Stanwell and North Ashford or Epsom in the administrative area of Surrey. To be responsible for several Youth and Community Centres. The Centres have active local Management Committees and operate a full programme of personal and social education for young people. The work is supported by a tear of sessional part-time youth workers and volunteers.

These posts require enthusiastic, experienced and committed youth workers. Applicants should be qualified Youth and Community Workers or teachers with youth work experience and should have proven youth work and management skills.

Further details and application forms from the Area Youth & Community Office, 7 Monument Hill, Weybridge, Surrey. Tel: Weybridge 52811 Ext.36. Closing date 18th December 1984.

(5117)

SURREY COUNTY COUNCIL

Buckinghamshire Education Department
(An Equal Opportunity Employer)

Senior Adviser

Soulbury HT Group 11
(£17,277-£18,516 p.a.)

The main responsibility of this key post, which arises from the promotion of Mr J A A Morris to the post of Principal Adviser in Hampshire, is to co-ordinate advisory work and stimulate educational development in an area of the Country, initially the Aylesbury Vale Area. As one of four Area Senior Advisers, the successful candidate will also carry a country-wide specialist responsibility for Social Education. Applicant should be well qualified teachers with advisory experience.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ (or by telephone Aylesbury 5000, Ext. 3128).

Closing date for applications: 21 December 1984. (0124)

WILTSHIRE COUNTY COUNCIL
Education Department

SENIOR AREA EDUCATION OFFICER
(Central)

P.O. (14–17) £14,379 – £15,357 p.a.

This challenging third tier post leads a professional team and is responsible for the administration of schools in the central area of the County. A good honours degree, teaching experience and a background in educational administration are essential.

Application form and further details returnable by 21st December, 1984, may be obtained by telephoning Trowbridge (02214) 3641, Ext. 2458, quoting ref. E/84/506.

SOUTHWARK DIOCESAN BOARD OF EDUCATION

PRINCIPAL ADVISER (SCHOOLS)

Required, as soon as possible, to lead in an innovative and imaginative way a team of four Schools' Advisers in promotion and development of education in its broadest sense throughout the Diocese.

16-19/FURTHER EDUCATION ADVISER

Required, as soon as possible, to join a team of four Schools' Advisers to make contact with Colleges of F.E. in the Diocese and to contribute to developments of 16-19 education with relation to Church Secondary Schools.

Details and application form from: Director of Education, 48 Union Street, London SE1 1TD. (Closing Date [illegible] December, 1984) (0934)

Further Education Advisers

to the Manpower Services Commission

Full or Part-Time — **Up to £17,489**

In order to carry out its new responsibilities in the field of work-related non-advanced Further Education (NAFE), the Manpower Services Commission is aiming to appoint a number of FE Advisers to be based in its regional offices in:

Birmingham Bristol Cardiff
Leeds London
Manchester Newcastle-upon-Tyne

We envisage making part-time appointments in Bristol, Cardiff, Leeds and Newcastle although detailed arrangements will be made to suit candidates and local circumstances. For the posts in other locations, part-time or full-time appointments can be considered.

The jobs involve advising the MSC's Regional Directors on the structure and operation of the FE service, on the priorities for MSC support; stimulating local and cross-LEA developments in FE, and evaluating the MSC's effects in FE. Considerable travel will be involved.

Candidates must have recent and substantial knowledge of and standing with the Local Authority FE service at a senior level.

Salary £12,895 to £17,489 full time, or pro rata part time; a London Allowance of £1,300 will be payable for the London post. The appointments will be for a period of 2 years initially with the possibility of extension to 3. Secondments from current employers or loans from other Government Departments will be considered and, these circumstances, candidates should send their applications via their present employer.

For further details and an application form (to be returned by 4th January, 1985) write to Manpower Services Commission, CSP3, Room N206, Moorfoot, Sheffield S1 4PQ or telephone Sheffield (0742) 703095

The Civil Service is an equal opportunity employer.

MSC Manpower Services Commission

EXAMINERS

The Five Boards which form the SOUTHERN EXAMINING GROUP

The South-East Regional Examinations Board	The Associated Examining Board	The Southern Regional Examinations Board	The Oxford Delegacy of Local Examinations	The South Western Examinations Board

Invite applications for appointments as CHIEF EXAMINER and REVISER/MODERATOR for each of the following Joint 'O' level/C.S.E. examinations in 1986, the first year of operation: ENGLISH, ARITHMETIC, HISTORY, HUMANITIES, CHEMISTRY, ENVIRONMENTAL SCIENCE, INTEGRATED SCIENCE (Double Subject), SCIENCE and GEOGRAPHY.

Further details and application forms to be returned within three weeks of the date of this advertisement may be obtained from:

The Secretary to the Southern Examining Group Monitoring Committee c/o The Associated Examining Board, Wellington House Station Road, Aldershot, Hampshire GU11 1BQ

(5136)

Administration General

MERTON

LONDON BOROUGH OF MERTON

MERTON COLLEGE

EXAMINATIONS OFFICER

£7,818 to £8,523 p.a., inclusive of London Weighting Allowance

Applications are invited for this full-time post from persons with suitable experience, preferably in Further Education. The successful applicant will assume responsibility for the operation of examinations throughout this institution. The post provides an excellent opportunity for person seeking to work within educational administration. Salary starting point according to experience.

Application forms are available from the Chief Administrative Officer, Merton College, Morden Park, London Road, Morden, Surrey. Tel: 01-640 3001.

Closing Date: 21st December, 1984. (26313) 500000

WINCHESTER

An Assistant Information Officer is required as soon as possible for the M.E.P. National Primary Project based at King Alfred's College, Winchester. Applicants should have wide experience as primary teachers and have some knowledge of using computers in primary schools. The Primary Project covers England, Wales and Northern Ireland so applicants should be prepared to undertake some travel. The Project is scheduled to end in March 1986, so the post will be a temporary one. The successful applicant will be appointed on Burnham Scale 2. Secondment may be arranged.

Further details are available from Anita Straker, Director, MEP Primary Project, St James Hall, King Alfred's College, Winchester SO22 4NR, to whom letters of application together with CVs and the names of two referees should be sent by 31st December 1984. (35569) 500000

Educational Psychologists

LONDON

INSTITUTE OF CHILD HEALTH

UNIVERSITY OF LONDON

FULL-TIME CAREER/MAIN GRADE PSYCHOLOGIST FOR NATIONAL RESEARCH PROJECT

The appointee who may be an educational or clinical psychologist will run the M.R.C. Register for Children with Congenital Hypothyroidism. This 5 year project aims to evaluate medical and psychological outcome in children who have been diagnosed by routine neonatal screening. The post will require collection and analysis of both psychological and medical data. Applicants should have research experience and good statistical skills, and be familiar with computerised record systems.

Starting salary £9,015 - £13,563 plus London Weighting according to experience. Clinical Psychologist would also be considered.

Further details from the Secretary, Institute of Child Health, 30 Guilford Street, London WC1N 1EH. (36519) 560000

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

DEPARTMENT OF EDUCATION

CHILD PSYCHOLOGY SERVICE

EDUCATIONAL PSYCHOLOGIST

Soulbury Committee Scale O134 to H174

£8,886 - £14,979 p.a.

Qualifications and experience will be taken into account in determining the starting salary.

Applicants must possess a good Honours Degree in Psychology, at least two years qualified teaching experience and post-graduate training in educational psychology. Previous experience an advantage.

The Child Psychology Service is in the process of meeting the challenge of the 1981 Education Act and the successful applicant will be involved in the assessment and strategies required for children with special educational needs.

Application forms and further details may be obtained from the Director of Education, P.O. Box 41, Highfields, West Bromwich B70 8RG.

Informal enquiries may be made to the Principal Education Psychologist on 021-553 7411.

Closing date December 21st, 1984.

An equal opportunity employer. Canvassing of members of the authority will disqualify. 560000 (27622)

Examiners

EAST ANGLIAN EXAMINATIONS BOARD

LONDON REGIONAL EXAMINING BOARD

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

JOINT G.C.E./C.S.E. EXAMINATIONS

Applications are invited for the following Chief Examiner appointment:

GEOGRAPHY, SYLLABUS B (GYSL) - FOR JUNE 1986

Applicants should be graduates or hold appropriate qualifications, and should be under 65 with five years' recent teaching experience. Examining experience is essential.

Application forms and further details may be obtained from any of the following:

Secretary to the Board, East Anglian Examinations Board, "The Lindens", Lexden Road, Colchester CO3 3RL.

Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

The Secretary, University of London School Examinations Board, 32 Russell Square, (Room 215), 32 Russell Square, London WC1B 5DN.

Completed application forms should be returned to the Secretary, East Anglian Examinations Board, The Lindens, Lexden Road, Colchester CO3 3RL by 8 January 1985.

Previous applicants for this post need not re-apply. (36512) 600000

HOUSE OF COMMONS
(Department of the Clerk of the House)

SELECT COMMITTEE SPECIALIST ASSISTANTS

Specialist Assistants are required for (a) Select Committee on Environment and (b) Select Committee on Education Science and Arts. The duties will include giving assistance to the Clerk of the Committee and undertaking research into specific questions. Applications are invited from candidates with a good degree or an equivalent professional qualification in a relevant subject together with several years' relevant practical experience which in the case of post (b) should include experience of educational administration. An interest in public administration would be an advantage.

The preferred age range is 28–35 years and for a successful candidate within the range the salary will be between £11,782 and £14,444 pa according to age, qualifications and experience. Applications from particularly well qualified candidates aged from 25–27 will also be considered. The salary for this age group will be between £9,793 to £12,029 pa. There is a non-contributory pension scheme with interchange arrangements with other Public Service pension schemes. The appointments will commence as soon as possible after 1st January 1985 (post (a)) and 1st March 1985 (post (b)) and will be for a period of between two and four years.

Strict political impartiality is required of all House of Commons staff and the persons appointed will be expected not to engage in political activities for the duration of the appointment.

For further details and application form write to the Establishments Office, HOUSE OF COMMONS, LONDON SW1A 0AA, or telephone 01-219 5544 (answering service) quoting reference number: 2A/44, (for Environment Committee), 2A/45, (for Education, Science and Arts Committee).

Closing date for return of application forms: 31st December 1984.

The House of Commons Service is an Equal Opportunity Employer. (0982)

Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

SENIOR EDUCATIONAL PSYCHOLOGIST

Salary Scale Soulbury Headteacher Group 9. £15,793 – £17,112 p.a.

Applications are invited for the post of Senior Educational Psychologist to assume responsibility for the Schools Psychological Service in the Lancaster area under the general direction of the Principal Educational Psychologist. The successful candidate will lead a team of four Educational Psychologists. The post is well established and offers good opportunities for organising and participating in a wide range of professional work.

The Senior Educational Psychologist will be based at the Schools Psychological Centre, Victoria House, Lancaster.

Applicants should be qualified Educational Psychologists with several years experience.

Essential car user allowances and subsistance payable and a disturbance allowance may be arranged in approved cases.

Application forms and further details available from/returnable to The Chief Education Officer, Education Department, P.O. Box 61, County Hall, Preston, PR1 8RJ. Tel: Preston 263697.
Please quote reference A999/1/PJ.

Closing date: 21st December 1984.

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD
GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following Chief Examiner appointment:

ADVANCED LEVEL
MUSIC (GENERAL AND THEORETICAL) FOR JUNE 1986

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Duties include setting question papers, advising on the award of grades and the supervision of a team of examiners.

For application forms and further details write to The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN.

Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 10 January 1985. (5059)

THE ASSOCIATED EXAMINING BOARD

Administrative Officer

Applications are invited for the post of ADMINISTRATIVE OFFICER at the Board's Offices which are currently in Aldershot, but will be located at Stag Hill, Guildford from late 1985. The post is concerned with the Board's educational work and the administration of its examinations. The Officer appointed will be responsible for examinations in Sociology, Law and Politics and other related subjects.

Applicants should be graduates (or hold equivalent qualifications), preferably in one of the subjects mentioned above. Administrative experience within the teaching profession or elsewhere would be particularly useful. The post is mainly concerned with administration and organisation but also involves important educational aspects including the development of examinations for the new General Certificate of Secondary Education. The experience of applicants should therefore demonstrate a close involvement and interest in the subjects concerned in a teaching or other educational capacity.

The salary scale is £10,330 per annum rising by ten annual increments to £14,925 per annum. The starting point on the scale will depend on the qualifications and experience of the successful applicant.

Further details of the post, and an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ. (Tel: Aldershot 35551, ext. 2231). Closing date for completed applications, 24th December, 1984. (5134)

EAST ANGLIAN EXAMINATIONS BOARD
(for the Certificate of Secondary Education)
ASSISTANT EXAMINERS

The Board invites applications for appointment as ASSISTANT EXAMINERS for the *1985 examinations* in the following subjects:–

Commercial Subjects (Business Studies, Office Practice, Typewriting), Food and Nutrition, Technical Studies (Metalwork, Combined Materials), Sciences (Physical Sciences, Modular Science), Graphic Communications, Computer Studies, Child Care and Development, Motor Vehicle Studies,

Applications are also invited for appointment as ASSISTANT EXAMINERS to the reserve list from which examiners will be drawn for the 1986 examinations in the following subjects:–

Commercial Subjects (Commerce, Principles of Accounts, Shorthand, Theory of Shorthand), Home Economics, Technical Studies (Woodwork), Engineering Workshop practice, Sciences (Physics, Electronics), Geometrical and Engineering Drawing.

Applicants should have suitable teaching and/or examining experience and those appointed will be required to assist in the marking of scripts under the direction of the Board's Chief Examiners. For application forms and further details please send a stamped addressed envelope to – The Secretary of the Board, The Lindens, Lexden Road, Colchester, Essex, CO3 3RL, stating the subject(s) of interest. Completed application forms must reach the Secretary of the Board within fourteen days of the appearance of this advertisement.

(0959)

Assistant Training Manager

Northampton

ANGLIA is one of the top seven Building Societies with nearly 400 branches and assets in excess of £4,000m. Our commitment to continue to provide the highest standard of training for all staff has created a vacancy for the above position.

The main responsibilities of the successful applicant will be to run residential courses at Manager level, conduct behavioural training and develop courses and audio-visual programmes to meet the ever changing needs of the Society.

We are looking for an enthusiastic, self-motivated, professional person, aged 30-40 and with a sound training background.

Salary is negotiable and benefits include an excellent pension scheme, free life assurance, free BUPA family membership and a concessionary staff mortgage (after a qualifying period). A car will be provided.

Please write setting out full details of career etc. and present salary to: Eric Watson, Personnel Administration Manager, Anglia Building Society, Moulton Park, Northampton NN3 1NL.

ANGLIA BUILDING SOCIETY

TEACHERS – AN OPPORTUNITY FOR A CAREER IN SALES

★ North-West England	★ South Wales and West	★ London and Home Counties

Our client is a highly profitable and successful British organisation that manufactures and then sells its highly acclaimed products into various sectors of the market.

Continued growth into educational outlets has resulted in 3 additional vacancies. Specialist knowledge gained in either a teaching or administrative capacity will be a distinct and major advantage. Your responsibility will include the development of a number of educational establishments within a given region.

Comprehensive sales training and product knowledge courses will ensure immediate success. Thereafter skills in negotiating and account building will guarantee strong career development.

You will be between 23 and 30 and of a high educational standard. Company benefits include an on target earning of circa 16K, an initial guarantee, car and a full benefits package.

If you consider yourself ready for a challenge and want real career prospects telephone your nearest branch now.

ata Sales Recruitment
A Division of ATA Selection and Management Services Ltd

061 832 5666 — 96 Cross Street Manchester
0272 211035 — Equity & Law Bldg 3838 Baldwin St., Bristol
0293 514071 — 34 The Boulevard, Crawley
01 637 0761 — 211 Gt Portland Street, London W1N

London, Leeds, Manchester, Birmingham, Edinburgh, Bristol, Milton Keynes, Brentwood, Bishops Stortford, Crawley (0928)

EXAMINERS continued

SOUTH WESTERN EXAMINATIONS BOARD

23-29 Marsh Street, Bristol BS1 4BP

VACANCIES FOR THE CSE EXAMINATIONS 1985

Applications are invited for the following appointments:

(b) CHIEF EXAMINER IN FRENCH, SOCIAL COUNCIL HISTORY, NEEDLECRAFT, PHYSICAL SCIENCE AND RURAL SCIENCE.

The CHIEF MODERATOR is responsible to the Board for all examining in the subject concerned, including the preparation of question papers and mark schemes, co-ordination of awarding and determination of standards.

The CHIEF EXAMINER is responsible for the drafting of question papers and mark schemes for the Mode 1 examination, as determined by the Secretary, and for the co-ordination of the marking of the scripts. The Chief Examiner also plays a major part in the awarding procedures and will be required to attend meetings of the subject panel.

Further details and application forms may be obtained by sending a stamped addressed DL size envelope, marked with the post applied for (no letter is necessary) to the Secretary to the Board, 23-29 Marsh Street, Bristol BS1 4BP. Completed application forms should be returned not later than Thursday, 5th January, 1985.

J.A. EDMUNDSON, Secretary to the Board. 600000 (26342)

SOUTHERN UNIVERSITIES' JOINT BOARD FOR SCHOOL EXAMINATIONS

Applications for the following appointments are invited. Applicants should be graduates with at least five years' recent teaching experience.

CHIEF EXAMINER 1986

A.L. Geography

ASSISTANT EXAMINERS 1985

A.L. Physics
O.L. Geography
O.L. Geography (Avery Hill Project)
O.L. Food & Nutrition
O.L. Technology
O.L. Commerce

MODERATOR 1986

O.L. Computer Studies
O.L. Commerce

Application forms can be obtained by sending a stamped, addressed envelope marked 'Examiner' to the Secretary, SUJB, Cotham Road, Bristol BS6 6DD. 600000 (35831)

YORKSHIRE AND HUMBERSIDE

REGIONAL EXAMINATIONS BOARD

Applications are invited from teachers serving in schools or colleges within the area of the Board (i.e. North, South and West Yorkshire, North and South Humberside, parts of Cleveland and parts of Lincolnshire) for the posts listed below for the 1985 examinations:

Examinations to be conducted under the regulations of the former The West Yorkshire and Lindsey Regional Examining Board.

Assistant Examiners CSE Design and Craft.

Further details and application form, returnable to arrive no later than 21st December, 1984, can be obtained from Diane Wilkinson, Yorkshire and Humberside Regional Examinations Board, Sheffield Office, Scargdale House, 130 Derbyshire Lane, Sheffield S8 8SE.

Examinations to be conducted under the regulations of the former Yorkshire Regional Examinations Board.

Moderator, CSE, Dress and Needlecraft.

Further details and application form, returnable to arrive no later than 21st December, 1984, can be obtained from Miss Karen Pullen, Yorkshire and Humberside Regional Examinations Board, Harrogate Office, 31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW. Tel: (0423) 65291. 600000

Miscellaneous

ALTERNATIVES FOR TEACHERS. Full-time/part-time. Experience unnecessary. 'Careers in TV Publishing'. 'Careers in Writing & Publishing'. Careers in Radio'. £4.25 each, all three £4.25. Dept 7, Hamilton House Publishing, Brixworth, Northampton. Access phone 0604 881880. (42081) 660000

CHISWICK

Refuge for abused women and children requires Playgroup Supervisor for day to day supervision of preschool groups and after school programme for older children. Requirements: practical & theoretical knowledge of child development, experience with young children, flexibility, willingness to work as part of a team, ability to direct young volunteers. Opportunity to help expand programme for other children during school holidays.

Suitable training essential, driving licence preferable.

Salary AP3-AP4 (£6,264 - £7,191) plus London Weighting of £923.

Further details and application form can be obtained from Sandra Horley, Chiswick Family Rescue, Box 855, London W4 (Tel: 01 747 0733).

Closing date 7 January 1985. CFR is an equal opportunities employer. (36450) 560000

LONDON

INTERIOR DESIGNER or **ARCHITECT**, with teaching interest/experience as full time lecturer/studio instructor for One Year Design Course. Salary in accordance with age and experience. Part time lecturers also required. **RONALD ARNOLD SCHOOL OF DESIGN**, 7 Eaton Gate, London SW1. Tel: 01-730 3296. (27116) 660000

PROGRAMMED LEARNING. Specialists (poss. retd) in all subjects are invited to supply scripts. Initial plus royalties. Send SAE, brief CV to Development Associates, 12 Falmouth Rd, Congleton, Ches. CW12 3BH. (38794) 660000

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

Required as soon as possible TEACHER/CO-ORDINATOR for Micro Electronics and Rancini Needs Scale 3 plus SSA.

As a result of a joint initiative on behalf of Sandwell Education Authority and the District Health Authority three posts (Teacher/Co-ordinator, programmer and technician) are being created to develop the use of microtechnology for children with special needs. Applications are invited for the post of teacher/co-ordinator.

The main duties of the post will be project development, in-service training, providing help and advice to schools and general liaison.

Application forms and further details available from and returnable to Director of Education, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands B70 8RG. Closing date 21st December 1984.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (27697) 660000

SUMMER TEACHING JOBS IN AMERICA:

Work on American children's summer camps, mid-June to end August.

See ad under Holidays and accommodation. (42784) 660000

Peripatetic Posts

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
CALDERDALE SCHOOLS' MUSIC CENTRE
Wellesley Park, Highroad Well, Halifax
RE-ADVERTISEMENT

Required from January 1985, or as soon as possible thereafter, a CELLO Teacher (Scale 1) to join the peripatetic instrumental staff of this Authority.

Letters of application to the Head of Instrumental Music by 17th December 1984 giving full details of qualifications and experience and date(s) available for interview. (30339) 670000

WALSALL
METROPOLITAN BOROUGH COUNCIL
PERIPATETIC TEACHER Scale 2

Required as soon as possible to join the Language Team to teach English as a second or foreign language. Relevant experience of teaching English or specialist qualifications desirable. An interest in multicultural education, particularly in Afro-Caribbean communities, would be an advantage. A car user allowance of 'lump sum' or bus fares will be paid.

For application form send SAE to the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DG. Closing date: 18.12.84. Walsall is an Equal Opportunity Employer. (35854) 670000

CHIEF INSTRUCTOR

A motivated dynamic nationally qualified and experienced person needed to instruct, organise staff and help develop the Centre. Tremendous potential to progress lies in this expanding Centre. Salary negotiable.

Please apply with C.V. and letter of application to: The Director, Snailshan Activity Centre, Wolfscastle, Dyfed SA62 5NU. Tel: 03484 840763. (26146) 680000

HEREFORD AND WORCESTER

COUNTY COUNCIL

TEMPORARY POST

WEST MALVERN FIELD CENTRE
Old Hollow, Malvern, Worcs. WR14 4NR

Tel: Malvern 4546

TEACHER and/or INSTRUCTOR for the period 15 April 1985 to end of July 1985 only (15 working weeks).

To be responsible for running introductory Outdoor Activity (5-day residential) courses for mainly 12 - 14 year old pupils. Activities include:- Canoeing, Hill-Walking, Orienteering, Campcraft (optional - Abseiling, Cross-Skilling, Caving, etc.).

SCU Senior Instructor with proven experience of working with this age group. Extended working days with at least one overnight in camp per week. Weekends free.

Burnham Scale 2 or £6,252 p.a. pro-rata.

Post could be residential, if required.

Apply by letter (C.V., relevant details and names of two referees) to the Warden a.s.a.p. (35881) 680000

Outdoor Education

ACTIVITY HOLIDAYS IN NORTH WALES

In the heart of Snowdonia and only a few miles from the coast

MOUNTAIN VENTURES CENTRES

Offer an unbeatable choice of exciting adventure and educational activities. Our experience and professionalism guarantees a programme designed to your needs for weekend, 5 day or 7 day periods.

Colour brochure from Mountain Ventures Ltd (T), Bracon House, Greenhill Road, Liverpool L18 7HQ. Tel: 051-724 2732. (43704) 680000

CAMBRIDGE UNIVERSITY PRESS

Cambridge Educational

EDUCATIONAL REPRESENTATIVE
(Part Time)

Cambridge Educational requires a number of part time educational representatives in the following areas.–

1. London
2. South East Wales
3. Liverpool
4. Nottingham & Derby

The work involves calling on primary school headteachers to promote our expanding infant and junior schoolbook list. Full school days are worked. Monday to Thursday in term time only

Applicants should ideally be primary school trained, have their own car and live on the territory to be covered. The appointments will commence in January 1985.

A competitive rate is offered along with mileage allowance and all out of pocket expenses.

If this position appeals to you, please write with full c.v. to:–

Christine Lawless
Personnel Officer
Publishing Division
Cambridge University Press
The Edinburgh Building
Shaftesbury Road
Cambridge CB2 2RU

Interviews will be held locally.

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continued

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Applicants should send a full c.v. with the names of two referees to Mr R. P. Laidlaw, Director (Administration), The Bell Educational Trust, Hillscross, Red Cross Lane, Cambridge CB2 2QX, by 2nd January 1985, quoting Ref: MM/TES.1 (0940)

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